PERSONAL

Mary Warnock

The response of the universities to the Swinnerton – Dyer document, "Development of a strategy for Higher Education into the 1990s" is of the greatest importance not only to the universities themselves but also, obviously, to the schools. As everyone knows, the document amounts to a demand for more "good" science students and a proportional cut-down on the arts and social sciences.

Martin Milligan recently wrote cogently and modestly about a collective response from some of the universities (*TES* April 13). It was modest because the action started in Leeds, where he is dean of the faculty of arts, and Sir Edward Parkes is the new vice-chancellor, and Swinnerton-Dyer's predecessor at the UGC.

There is growing evidence for what was, in any case, pretty well established rumour that Sir Peter Swinnerton-Dyer (or Spin-Dryer, as he is familiarly known), though a willing horse, and eager to take on any task on offer, and though a distinguished mathematician, has a strong element of Philistine blood in his veins. Of course, I mean professionally. It may well be that in private life, Sir Peter revels in opera, reads poetry aloud to his wife, plays the viola da gamba and collects water colours. But these tastes seem to have no relevance to his public views. In this respect, he differs from his predecessor.

It was Sir Peter who cast such doubt on the value of SSRC-funded research that, for a time, it looked as if the Council might be abolished altogether. In the event, the Council was vindicated, and Sir Keith was content with a mere change of name to something now totally misleading. But at that time it became clear Sir Peter didn't know very much about the social sciences; and especially that he couldn't see why people undertaking research in these fields had to work so much by themselves, not in teams, like proper scientists. If he complained about the social sciences on these grounds, the arts would have seemed to him even more unprofessional and self-indulgent.

We must not underestimate the effect that someone can have who, while professionally despising the arts, occupies a position of considerable power in the world of education. That the nature of this power has changed makes things worse. The UGC used to be thought of as a go-between, designed to prevent Government from exercising too much power over the universities – it being recognized that all Governments might find this a temptation. Now, however, in the "Development" document Sir P. asks universities to say "how, and how fast" they can achieve a "shift towards technological, scientific, and engineering courses and towards other vocationally relevant forms of study" which the Secretary of State is "anxious to see". No such request ought ever to have come from the UGC. Nor would it ever have been made, I fancy, until now.

But it is not profitable to bemoan the politicization of the UGC, nor the diminished autonomy of the universities. It is time to think about the education system as a whole, which is, after all, necessarily heavily dependent on Government funding. The question to be raised is precisely that raised by Martin Milligan and by those universities who sent in their collaborative response to the document. Is the demand for relevance, ten years ago the hall-mark of the lunatic left among students, to become a demand to be heeded by universities and by schools?

I have said it before, but I will unashamedly say it again: it is essential that schools, universities and other institutions of higher education should work together to resist the present trend towards channelling more and more able students into technology. Of course, those students who want to study technology should be encouraged to do so, but not necessarily at either school or university. I do not believe that up-to-date technology can best be taught at either kind of institution.

Both schools and universities must be concerned primarily with teaching a kind of grammar, a grasp of subject matter that can be deployed, practically, in a variety of different situations, to meet a variety of different and unforeseen demands. Such understanding goes with the general as well as the particular; with the disciplines of the arts (the study of meanings, of logic, of translation from one language to another) as well as of the sciences, and with speculation on the nature of the sciences as well as with the latest practical applications of techniques.

There is no hope of stemming the tide of the new philistinism unless schools and universities *together* determine how to resist the pressure. It is excellent news that the universities are beginning to cooperate one with another. What is now required as a matter of urgency is collaboration between tertiary and secondary education, to achieve a joint stiffening of resolve.

BLACKPOOL DIARY

Off to the Tower with pro-Soviets

Bernard Regan and Bob Richardson: in opposing corners.

The Communist Party no longer has the influence in the National Union of Teachers that it once had. Nevertheless there seem to be plenty of CP teachers in Blackpool this week exchanging distinctly uncomradely looks and telling each other how interesting the view is if you lean well over the railings at the top of the Tower.

The reason is a good old-fashioned putsch in the CP's education set up. Six members of the party's key teacher advisory panel have been ousted and one of them, Ian Gunn, the former head of Stoke Newington primary school in London who has been on the panel since 1948, has also been removed from the editorship of the CP's paper *Education Today and Tomorrow* which he has run for 27 years. (He has wasted no time in starting a new paper *Education for Tomorrow*. Both papers, looking remarkably similar, were on sale at conference).

That, in simple terms, is what has happened. But does the CP operate in simple terms? *Nyet*. Mr Gunn heard through the grapevine that his services were no longer required, and as a nod is as good as a wink in the party, he has not even needed to verify the situation, and has received no verbal or written communication officially informing him of his exile.

Those who know about these things say that the dispute tearing through the CP is between the new Euro Communist leadership and the old-style pro-Soviet element.

"I do have the old-fashioned class approach" Mr Gunn readily admits, "and also an international class approach. Pro-Soviet is a fair description".

Former NUT president Max Morris, who founded *Education Today and Tomorrow* in the 1940s, tells me that this is "the dead hand of bureaucracy acting against those members who have done more to build the influence of the CP in education than anyone else. They have been treated disgracefully".

Wisely, Mr Morris has long since left the CP for the harmonious and peaceful pastures of the Labour Party in London and is still busy blocking the application of Tariq Ali to join his local branch.

Seconds out...

One of those life-changing moments when I began to think quite differently of my elders and betters came at a conference of the Society of Education Officers some years ago. I was seated at a formal dinner alongside eminent chief and deputy education officers and found them deep in earnest conversation. I listened in, hoping to discover something about the mechanisms of the rate support grant, only to discover to my shock that they were organizing a sweepstake on how long the guest speaker (the late Lord Boyle) would speak for. It quite endeared me to the species.

Anxious to make a bob or two myself, I organized a sweepstake this week on how long it would be before the NUT delegation from Inner London fell out in public. Unfortunately, all the bets were void as the punters had been speculating in terms of hours or even days. In fact it was about three-and-a-half minutes after the start of the first debate that Mr Bob Richardson, union junior vice-president, accused his executive and inner London colleague Bernard Regan of voting one way on the executive and speaking another way on the conference floor.

Six minutes later Richard Rieser, the revolutionary socialist general secretary of the Inner London Teachers Association, said that all those who ruled out industrial action affecting exams (namely R Richardson) were supporting a "scab charter".

Mr Richardson becomes NUT president in two years' time. Quite how he and the leadership of the ILTA hit it off then, will be one of the most interesting aspects of the 1986 conference.

David Lister

Giles lifts his profile

Giles Radice, shadow education spokesman, may have been studying *TES* surveys on how teachers vote. If so he will have discovered to his chagrin that the profession retains considerable affection for Mrs Thatcher.

In a bid to change all this he came to Blackpool to address a fringe meeting on "why teachers should vote Labour". Alongside him were Max Morris and Frances Morrell – a good strategy as this gave the audience at least three versions of the Labour Party that they could vote for.

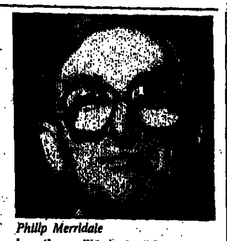
Mr Radice seems to be making some headway in his avowed quest to raise the status of education in the party. One of the few inner party disagreements that did not surface publicly at the last election was the refusal of headquarters to give one single press conference on education in its three-week campaign. A furious Neil Kinnock had to hire an ILEA school for a morning to give his own.

Right now it is Mr Kinnock who is about to receive representations from party stalwarts who want to know what has happened to the departing NEC education sub-committee. It has not met since the election, and even the promised new, slimmed-down executive committee does not seem to have materialized.

Antique chair

Like Banquo's ghost, an invisible spectre dominated much of this week's debates. It was the shadowy figure of Philip Merridale, retired antiques dealer. I refer to him thus, because this was the description always used by conference speakers, despite his more relevant attributes – leader of the employers' side in the pay negotiations and chairman of the Association of County Councils education committee.

His presence was most frequently summoned up by speakers who were losing the audience's attention. If a speech was boring – be it on pay, superannuation or maternity leave – there was a simple remedy. Mention P Merridale, retired antiques dealer, and



Philip Merridale

have them rolling in the aisles. There is clearly some sort of teachers' joke here, a brand of humour one can only appreciate after years in the staffroom. But I grieve that conference, no longer allowed to be racist or sexist, has become antiquist.

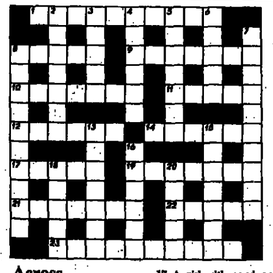
Winters abroad

The NUT chose a strange way to celebrate its first Welsh president for six years. It invited the chairman of the Welsh Joint Education Committee to attend conference – as a foreign delegate.

The invitation must have been sent out by the same person who typed the conference motion calling for a working party "*compromising* four members of the executive".

But neither of these is my favourite Hamilton House boob. That prize goes to the organizer of the trip for outgoing president Don Winters to a recent conference in Norway. He was instructed to come from his Newcastle home to London by train, stay overnight in a hotel, rise at 5 am to get another train to Gatwick airport, and then take his flight. This he did. He even had the bonus of a couple of hours in his favourite city when the plane made its one scheduled stop – in Newcastle.

No 149 CROSSWORD by Rufus



Across

1 Sir, I'm involved with operal (10)
8 Fight to protect one's property (5)
9 When students make merry music (3-4)
10 Object when put into torn clothing (7)
11 I'll be surrounded by the French here (5)
12 Game won by the over-forties (6)
14 Politician seen in an auction for example (6)
17 A girl with good ones will attract a lot of them (5)
19 Country with a craze to follow Rugby Union (7)
21 Take over and do a good job (7)
22 Is involved in one dreadful row (5)
23 It may put one off Russian fish (3, 7)

Down

2 Large house no man is prepared to obtain (7)
3 Concerning the first woman magistrate of long ago (5)
4 A sweet's made up in layers (6)
5 Royal symbols from Algeria (7)
6 Oxford college wished (5)
7 Though depraved heroes verses defect in the (10)
8 Enthusiasm experienced by a new rugger player? (5, 5)
13 A change in dates offered as an alternative (7)
15 French boarding house appreciated by the retired (7)
16 A game one may come across (6)
18 Happen to come to mind (5)
20 One employed to unpick seams? (5)

Solution to puzzle No 148

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Educational Supplement

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Pressure mounts for O levels to stay – in 'harmony' with CSE

16-plus losing ground as decision day approaches for Sir Keith

by David Lister and Nick Wood

Sir Keith Joseph is coming under intense pressure to retain O levels and CSEs and to abandon plans for an integrated 16-plus examination.

Much of the pressure is coming from senior Conservatives, anxious that O levels should not disappear; but there is also increasing anxiety from the universities over the proposed new examination.

There is a widespread belief that Sir Keith, Secretary of State for Education and Science – due to announce his decision by the end of next month – will surprise the educational world by turning down the long cherished idea of a common exam.

He has long referred to two options – merging O levels and CSEs, or "harmonizing" the dual system which would mean, keeping the separate exams but having much closer cooperation between the boards on the syllabuses. There would also have to be a simplified grading system applicable to the two exams.

It is now clear that Sir Keith, who has not yet made up his mind, has shifted his position over the last year, and "harmonization" has become the front runner.

The universities' worries emerged at top level private meeting between the secretaries of the GCE boards and the executive committee of the Standing Conference on University Entrance.

University representatives at the meeting emphasized that it was important to ensure that the syllabuses and examinations at 16-plus provided a sound foundation for A level candidates who would eventually be seeking entry to higher education. They added that it was not widely realized how much reliance was placed on O level results by university departments in selection procedures.

Senior Tory backbenchers have made it clear to Sir Keith that they want O levels to be retained, although they are agreeable to a general "spring cleaning" of the syllabuses and exams.

Whichever option Sir Keith decides on, he is determined not to lose sight of grade-related criteria as outlined in his Sheffield speech in January. It is equally certain that the criteria that the examining boards have been drawing up for the planned 16-plus syllabuses will not be lost and will influence O level and CSE syllabuses if those are retained.

One senior Conservative close to the party's thinking on education policy said there was a substantial section of backbench opinion opposed to the 16-plus.

But the Tory-dominated Association of County Councils backs the new exam.

Observers say the long debate about the 16-plus is now moving out of the educational and into the political arena. They expect the final decision to be taken at Cabinet level and point out that, given her interest in education and her political affinity with Sir Keith, Mrs Thatcher is likely to be directly involved.

Next week, Sir Keith and Mr Bob Dunn, the minister responsible for schools, are due to attend a private meeting of the Conservative backbench education committe to answer questions on the new exam.

They are likely to face an audience uneasy at the prospect of change and fearful that scrapping O levels could provoke an angry response from parents and employers in their constituencies.

One senior Conservative said that many backbenchers viewed O level as a "tried and trusted horse" commanding public confidence. They wondered whether it was wise to "fiddle with it".

Teething troubles: When Malcolm John, geography teacher at Burgate county secondary school in Fordingbridge, Hampshire, was cast as Dracula in the school's first musical production, he searched the county for a pair of fangs. Finally he went to a dentist for his clip-on choppers. Now he looks set to put the bite on Katie Spratt, a 13-year-old pupil.

Race policy architect loses seat in Bradford

by Diane Spencer

Peter Gilmour, one of the main architects of Bradford's controversial race relations policy, lost his seat to Labour in last week's local elections – the only Conservative sitting member to be defeated.

The former education committee chairman said this week that his defeat had "set us back about five years in terms of getting a fair deal for ethnic minorities out of the education system. Not necessarily in Bradford, but in other parts of the country that looked to us for a lead."

Mr Gilmour admitted that some of his race policies had upset some of his constituents: the halal meat for Asian school children, for example; but he was quick to point out that his seat was marginal.

He had won with 96 votes last time and 93 before that in his ward of Keighley North. Last week he failed to get in by 338 votes. But he is unlikely to remain outside politics for long. Last Thursday night, two of his Conservative colleagues offered to resign there and then, and let him stand instead, he said.

Then he added, philosophically, "You aren't a proper politician until you have lost an election."

Mr Gilmour has been a member of the council for eight years and chairman of the education committee for two. His successor is Mr Eric Pickles, former chairman of the social services committee and chairman of the race relations advisory committee.

One of the reasons for his defeat, he thought, was the lack of support from the 20 per cent Asian population in Keighley North, despite promises of support for the Tories from the local mosque.

As a whole, the Tories took two seats from Labour and are the biggest single party, but will have to rely on Liberal support to retain the chair on council committees.

Gilmour: set us back five years

Local election round-up page 5

Pay strikes could go on until autumn

by Richard Garner

Britain's two biggest teachers' unions are prepared to take industrial action well into the autumn term in a bid to persuade employers to increase their 4.5 per cent pay offer.

Leaders of the National Union of Teachers, whose one-day national strike on Wednesday closed thousands of schools, meet today to consider the results of a ballot on the possibility of extended strike action. Further strikes are expected to be called in about two weeks' time.

Meetings up and down the country on Wednesday showed that a massive majority of NUT members were in favour of balloting on further extended strike action. In Newcastle, only 26 out of 3,000 teachers voted against it, in Reading only two out of 1,000 teachers voted against it.

Meanwhile Mrs Thatcher told the Commons that children could be damaged for life by the teachers' industrial action. The Prime Minister said during Question Time on Tuesday: "I think it is quite wrong for teachers to take action that harms the education of their puplis. It could damage them for life and I am glad that many teachers would not dream of going on strike or refusing to carry out their duties in that way."

Mr Doug McAvoy, NUT acting general secretary, said there was no need for the union to "stampede into disruptive action" since its ban on lunchtime supervision and refusal to cover for absent colleagues was already biting. He added: "Action will continue for the rest of this term and into next term – if necessary."

The NUT had withdrawn £750,000 of its strike fund – which had been invested – to meet the day-to-day costs of paying striking teachers their wages.

"I've no doubt action will build up steadily and we will move towards selective strike action in chosen areas – perhaps rolling from one group of schools to another or rolling from one area to another."

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "We're digging in for a long battle. We don't believe we will change the employers' minds – especially the Association of County Councils' – overnight. But we're determined".

Meanwhile, it became clear this week that examination candidates are likely to face disruption as a result of the action already being taken in the classroom.

Mr McAvoy also gave a warning that if the employers took a hard line the union would reserve the right to remove safeguards covering pupils taking examinations.

Despite the build-up of industrial action the employers were repeating that they could not afford any more than 4.5 per cent – but indicating they were prepared to discuss the distribution of that sum.

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TIMES PAST
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COMMENT

A chance for esteem at 17-plus

A few weeks ago in The TES, Max Morris pointed out the apparent contrast between Sir Keith Joseph's painstaking approach to the 16-plus and his more casual attitude to the 17-plus, the Certificate of Pre Vocational Education.

This week there was a further indication of the position the CPVE occupies in the Secretary of State's priorities. At the press conference called to launch the consultative document outlining the way the CPVE is to be developed, Sir Keith confessed he had not yet read the 60-page booklet and when asked questions was reduced to reading from the brief prepared by officials. (School to Work, page 14).

For the Education Secretary, who has in the past adopted apparently earnest postures over the need to incorporate more practical, technical and vocational competencies in education at every stage, this was in unfortunate contrast to his animated performance the week before when he officiated at the launch of another new sixth-form qualification apparently closer to his heart, the severely academic AS levels.

Three years ago the Further Education Unit warned of the dangers of recreating the tripartite education system at this level: "There is the danger that vocational preparation will come to be regarded as the tertiary modern sector of education and training – lacking in esteem, facilities and currency." The Joint Board responsible for the consultative document hopes the CPVE will have sufficient esteem, and facilities to attract 100,000 entrants a year.

The hope is that the vocational focus of the new 17-plus and the activity-based learning-by-doing courses will provide intrinsic motivation for young people across a wide range of ability – even those capable of doing A levels.

Provision is to be made to enable the abler sixth formers embarking on the CPVE to undertake "additional studies", including O and A levels, but with the proviso that such studies must be an integral part of the prevocational studies; an example given mentions A level business studies. It is hard to see in this an alternative route to higher education.

All this, of course, increases the sixth-form dilemmas of schools and students, particularly if the personal enthusiasm so far shown by the Education Secretary is to be reflected in the additional resources likely to be made available for such a radical change of emphasis in sixth form work. The change for many teachers from largely single-subject, academic teaching to integrated practical and vocationally oriented work will clearly have considerable curriculum development, in-service training, staffing and capital spending implications.

That 20,000 or more of the students on the pathfinding interim courses are in schools shows that some of this can be achieved with existing plant, or by linking up with local colleges to share workshops. It also shows it can be achieved by some of the existing teachers, albeit those with sufficient goodwill and enthusiasm to volunteer and the initial energy to sustain punishing workloads.

It remains to be seen if other sixth-forms will be as able and willing. For in spite of the rhetoric surrounding the vaulted standards to be expected of the new AS level, it is inevitable that those standards will to some extent be set by the students who enter for it. And some schools may well be tempted to devote their energies to this, using it as a staging post to A level for weaker A level candidates or as a fall back position, both to achieve viable class sizes and to give their students what many will regard as qualifications of proven worth.

When cupboards are bare

Last week's mini-election offered few direct messages for education policy makers, but the results have implications worth teasing out.

The first message may lie in the way in which the fairly indecisive swing agin' the Government differed as between the local elections and the by-elections. At the parliamentary level, we had the now-familiar pattern of a protest vote putting the Alliance into second place, but the town hall swing was more decisively towards Labour (page 6).

In practice, this did not add up to a very extensive list of district councils switching control, but the modest swing did suggest an electorate more explicitly dissatisfied with Government performance on local issues.

Dominant among these issues, of course, is the inexorable shift of emphasis towards central control of local authority performance, both by financial means and now by legislation. Although the metropolitan counties and the GLC were not up for election – or dissolution – last week, their future hung over the polling booths.

So inevitably did rate-capping, which will without a doubt have a serious impact on education spending in many more local education authorities than those singled out for special treatment. The Education Secretary may care to couple last week's local vote with the results of *The Observer*'s latest opinion poll finding, which had the Government's performance on education policy jostling for bottom place with health service policy.

No details were provided of the reasons for this dissatisfaction, but it would be hard to discount the effects on parents of the constant battering of cuts in the schools – affecting books, teacher numbers, school dinners, provision for music and swimming, and teachers' pay. On this last item, it is significant that there still seems to be a groundswell of parental support for the teachers' case, in spite of the disruption of industrial action.

And on school dinners, support for the Birmingham dinner ladies still threatened with cuts in spite of their recent High Court victory has even been quoted as one of the decisive factors in the Conservative defeat. The Birmingham Tories went to the electorate on their good housekeeping record, but a majority of the voters apparently decided that they had put the school cupboard a little too bare. Sir Keith Joseph listening?

Tiptoe round the minefield

HM Inspectorate describes its [illegible] little report on race relations in schools (page 6) as "properly tentative". "Astonishingly tentative" would be a better phrase. An outsider, reading the document, would think that HMI spend their time collecting ambivalent opinions on sensitive topics, rather than getting into schools to evaluate what is happening.

There are, by now, a fair number of schools and local authorities that have taken positive steps to try to eliminate unconscious racial discrimination in curriculum, teaching methods and assessment of pupils, and to counter racist attitudes that pupils bring from the outside world. An investigation by HMI of what they have achieved, and the difficulties they have encountered, might have been very valuable.

Such an assessment might well have ended with much the same, perfectly sensible, policy guidelines that HMI lists in this document – that schools should deal openly with racist incidents; evolve a "whole school" policy; examine their curriculum for hidden bias; appoint more staff, particularly senior staff, from ethnic minority groups; and so on. But the recommendations would have carried more punch if they had followed an assessment of practice in schools and authorities that have dealt directly with the explosive territory, rather than a tour on tiptoe round the edge of the minefield.

One demand from teachers that came out of HMI's discussions was for an authoritative statement from the Government, calling on local authorities to implement a policy on racial discrimination. For many years now the government has said it was within the first for the ill-starred Rampton committee, then for its apparently pusillanimous Swann successor. Swann will report this summer, and there will no longer be an excuse for inaction.

... no comment

"Dear Sir, I wish to inform you that Richard will be leaving school at Easter, but he will be coming back for lessons and exams".

From a parent's letter to a school in Washington, Tyne and Wear.

Second opinion

Mis-reading the omens

Where did the Burnham Management Panel go wrong? By the obtusely maladroit presentation of a comprehensible case by an inexperienced leader? Through poor timing of their final 4.5 per cent offer? Or were Sir Keith Joseph's *diabolus ex machina* comments about police pay at the very start of the conference season, and his subsequently reported lack of commitment to fund salary restructuring next year, really to blame?

None of these elements helped, but none wholly or even mainly explains the current pay deadlock and the rare unanimity teachers have displayed in rejecting a settlement already accepted by their Scottish and FE peers.

The underlying reasons for the present stalemate lie in two mistakes the l.e.a.s and Government made from the very outset. Precisely how those mistakes were demonstrated in practice matters very little. What does matter is that they should be understood and not repeated in the future.

The first error lay in their strategic [illegible] teachers' leaders. Flattering though such media shorthand may be, the reality is very different and far more complex. Our role is, and must be, to articulate as faithfully as we can what our members would want us to say.

Our problem in discharging that role is that we have to do it even when our members themselves are not quite certain what they want said or how they want it represented. What is absolutely clear in the present dispute is that when we rejected the 4.5 per cent offer and, perhaps far more important, could not accept the management panel's refusal to agree to arbitration, we articulated our members' frustration with a clarity even we could not have anticipated.

Those of us who speak for the unions must not, of course, be disingenuously diffident, if we are any good at all, we have an influence over our members and they have a reciprocal loyalty to us. Our constant responsibility must be neither to misuse the first nor exploit the second, and I do not believe that any of us would knowingly do so. But however convenient the employers' side would like us to be, and however handy we ourselves would often find it, we are not like the directors of a public company – free to do a deal and tell the shareholders afterwards, banking on the fact that few shareholders will come to the AGM anyway.

So what were our members, through their Burnham representatives, telling the management side? Nothing, I think, as simple as that 4.5 per cent was in itself unacceptable, although by the time that offer was made it was as appetizing as a plate of week-old hake. The signals were more complicated, but this is how I decode them.

First, we were expressing profound impatience with negotiating machinery which is increasingly characterized by the absence of real discussion, and a growing reliance by the employers on separate caucus meetings and behind the chair attempts to horse-trade. In saying that, I imply no criticism whatsoever of Doug McAvoy; who has led the teachers' side with great ability and served it admirably in the way he has fully reported on all the management's experiments in off-course betting. But perhaps he would agree with me if I observe that it is an abnegation of the real role of a negotiating committee if too much of the talking takes place in the wings.

Second, we were saying that an offer of 4.5 per cent, or anything like it, had become unacceptable unless it were coupled with a clear commitment, rinsed clean of any opacity, that the employers not merely acknowledged that restructuring salaries carried a cost implication, but were willing to press the Government publicly for the associated funding to be available next year even if, by then, only partial agreement on a new package proves possible.

Most important of all, we were saying that our members, [illegible] conscious they may be of the [illegible] financial difficulties of many authorities, could not in equity accept that for teachers at least, arbitration no longer exists as a way in which disputes, whatever their merits, may be independently adjudicated.

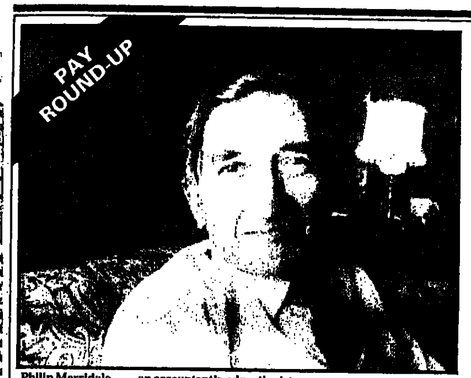
Philip Merridale has argued forcibly that the l.e.a.s cannot pay more than they have belatedly offered. If he is confident of the intellectual coherence of his argument, it will bear none of its force if he submits it to arbitral scrutiny, and that is now the honourable thing for him and his colleagues to do. Stubbornly to refuse will aggravate further the collapse in morale and resulting frustration which I believe to be the origin of a worrying and damaging dispute.

I do not underestimate for one moment the real dilemma the management panel confronts, nor do I question the integrity of education committee members who, voluntarily and unselfishly, devote much time and energy to a service to which they are, in the main, deeply committed. The line has come for them to demonstrate courage which has so far been concealed, and to take a new initiative even at the expense of losing a little face. And it must be their initiative if the teachers have no more face to lose.

Peter Smith

Peter Smith is deputy general secretary of the Assistant Masters and Mistresses Association.

NEWS



Philip Merridale . . . an accountant's educationist.

Alfred's uncrowned heir goes to battle

Mike Durham meets the 'hard man' leading the Burnham pay talks.

Beneath the provincial charm of ancient Winchester beats a pulse of history. It was here, a thousand years ago, that King Alfred made his capital of Wessex in his stand against the Danes.

Today Winchester's Victorian castle, home of Hampshire local education authority, is the campaign headquarters of another leader of men – the uncrowned king of the shire county education authorities, Philip Merridale.

Mr Merridale is chairman of the Association of County Councils' education committee and leader of the l.e.a. side in the Burnham pay negotiations. The sound of battle still rings out, not with marauding Vikings but with the thin corduroy line of the teaching unions.

Relaxed and affable this week in his rural outpost, Mr Merridale looked as if he was ready for a long siege. Under a genial and conciliatory exterior lurks a tough negotiator whose single-mindedness and obstinacy are, in some quarters, legendary.

Mr Merridale, aged 57, became leader of the management side a year ago, 20 years after entering local government and 10 years after first serving on Burnham as a county representative.

Hampshire-born, the son of a sailor, Mr Merridale arrived in public life as an independent councillor on the old Romsey and Stockbridge Rural District Council in 1964.

"The locals, friends and neighbours, wanted someone to plead their cause. Local government really consists of being asked to do things", said Mr Merridale. His main concerns were pressing matters of tap water and main drainage.

Nine years later local Conservatives asked him to stand for Hampshire County Council. Mr Merridale threw his lot in with the Tory squirearchy and succeeded.

Within two years he was chairman of the biggest local education authority outside London – and has remained so for the best part of a decade. "I didn't ask to be. People have always told me what they would like me to do."

But with three children, all of whom went to county schools, Mr Merridale was a consumer as well as an architect of educational services.

Mr Merridale now devotes his life to politics. Until three years ago he and his wife, Anne, ran an antiques shop in his home town, Stockbridge.

Fellow Hampshire Tories are apt to see him as a dangerous "wet". "He's no knight of the shires", said a friend. "He's really the sort of man you'd expect to meet in a second class railway carriage, with his sandwich and rolled umbrella."

Three years into his chairmanship he survived an attempted putsch on the council. Today his position is assured. Mr Merridale describes himself as a Conservative moderate.

But political opponents, not surprisingly, see him as a rather distant figure, noted for his obstinancy and intransigence. "He's a very hard man under a rather bland exterior", said one.

Hampshire is a shire county unriven by educational strife. A switch to comprehensive education went smoothly. But while the l.e.a has pursued a doggedly middle-of-the-road policy, it has not been bereft of innovation.

It was one of the first counties to introduce sixth-form colleges, and Mr Merridale helped to oversee a programme of successful community school.

There have been few long-running disputes with teachers. A run-in over extended Christmas holidays to save fuel remains unresolved, but teacher redeployment and early retirement agreements were achieved without bloodletting.

Mr Merridale himself is particularly proud of Hampshire's joint consultative committees intended to promote harmonious staff relations – an opinion not shared by teacher representatives.

He believes in the virtues of gradual change. "There's a difference between giving a lead, and saying there's someone in County Hall who knows best. An authority can be convinced on excellent grounds that a change is necessary, but it's the process of change that's important."

But one teacher described his consultative style as dictatorial. "He'll say his piece, then sit back like the sphinx. You can't get any more out of him."

He is known as a sharp and independent figure, who nevertheless goes by the book and rarely retreats from an established position. He is an accountant's educationist, a stickler for budgets and percentages.

Some critics believe he has not made the transfer from the quiet pastures of l.e.a politics to the larger battlefield of national pay negotiations easily.

"He has the small town mentality" alleged one. "He's assumed that all teachers are like the Hampshire sheep. He's out of his depth."

But after nearly 10 years on the Burnham panel as a back-bench county member, Mr Merridale is no newcomer to the game. He leads from experience and seems to enjoy the confidence of fellow negotiators.

The gulf between the classroom and the committee room is illustrated by one story circulating among Hampshire teachers.

Mr Merridale, it is alleged, draws expenses which are higher than the average teacher's salary. A check with County Hall disclosed that last year Mr Merridale's expenses were £10,070.

One Hampshire teachers said generously: "I think he genuinely sees himself as doing a service to the public. I've got respect for him as a county councillor – you could say he's saved Hampshire from a much worse fate.

"But how he got to lead the pay negotiations, God only knows. Now his name is mud."

But Mr Merridale is adamant that the teachers must accept 4.5 per cent without arbitration. "We've offered them as much as we can. We can't do anything more", he said. It remains to be seen whether he has come up with the right dish – or whether, like King Alfred, he has burnt the cakes.

Classes hit in build-up to NUT's one-day strike

by Richard Garner

Industrial action by teachers over their pay claim led to thousands of children missing lessons or being sent out of school at lunchtime, even before Wednesday's one-day strike by members of the National Union of Teachers.

The ban on lunchtime supervision by all three of the biggest teacher unions – the NUT, the National Association of Schoolmasters/Union of Women Teachers, the Assistant Masters' and Mistresses' Association – has meant that many schools in rural parts of the country have been forced to shut down at lunchtime because it has been impossible to arrange transport to "bus" children to and from school twice a day.

In addition, schools in several parts of the country – including Inner London and East Sussex – have switched to operating a "Continental-style" day with a prolonged morning session after which children are sent home for the day.

An increasing number of children are also being sent home from lessons as a result of a ban on covering for absent colleagues by both the NUT and the NAS/UWT. The AMMA is also balloting its members on whether they would be prepared to introduce this sanction.

This action prompted moves by two authorities – Cambridgeshire and Cumbria – to threaten to dock the pay of teachers who refused to step in for absent colleagues.

After negotiations with teachers' leaders, Cumbria withdrew its threat but Cambridgeshire has told its headteachers to supply the authority with the names of teachers who refuse to comply with a "reasonable request" to cover.

A spokesman for the authority stressed that its action did not include teachers refusing to cover for colleagues who were on strike. "We are not asking them to strike-break – merely to provide cover in the normal way," he said.

Mr David Hart, general secretary of the National Association of Head Teachers, said that his members had been advised that it was a legitimate request from a l.e.a. to ask for the names of members of its staff who refused to cover or went out on strike. "We are not responsible for the use they make of these names," he said.

However, Mr Doug McAvoy, acting general secretary of the NUT, warned that teachers would step up their "no cover" action if the Conservative-controlled authority went ahead with its threat.

NUT members are currently providing cover in some circumstances – for instance, where the pupils threatened with being sent home if cover is not provided are receiving instructions for examinations.

Meanwhile, other authorities have tried to maintain a free school meals service – which they are bound by law to provide – during the dispute. Several have taken on extra ancillary staff to cope.

Another dispute flared up in Conservative-controlled Merton when the l.e.a. asked heads to give pupils a letter for their parents outlining the reasons for the dispute.

Mr Hart said he was urging his members to persuade the authority to send the letter out through its own internal mail system rather than use the school mail system.

He claimed that the letter supported the management view and said that if headteachers bowed to this pressure to send out such a letter, they would inevitably face similar demands from teacher unions.

The letter, which is signed by Mr Alan Jones, the chairman of the education committee, points out that Scottish teachers have already accepted the same deal that their counterparts in England and Wales have been offered – and that college lecturers are being recommended to accept a similar deal.

Mr Richard Davies, the director of Education, said the letter had been sent out by the education committee chairman and denied that it "took sides". He said it talked about the background to the dispute and the industrial action, although he acknowledged it "expressed some surprise" that the teachers had not been able to settle for 4.5 per cent.

Both the major teachers' unions reported that their industrial action had met with an "overwhelming" response. The NUT said its action had led to 50 schools in Wakefield closing at lunchtime and 30 schools being affected in Bradford.

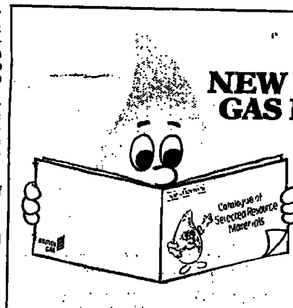
The NAS/UWT has spread the dispute to Northern Ireland – where pay talks are following a line similar to those in the Burnham committee, which negotiates on behalf of teachers in England and Wales.

In addition, teachers belonging to the NAS/UWT in two schools in East Sussex – where the Government's new Technical and Vocational Educational Initiative is due to be introduced in September – have decided to boycott a series of meetings connected with its introduction.

All six of the teacher unions – NUT, AMMA, NAS/UWT, NAHT, the Secondary Heads' Association and the Professional Association – have been unanimous in rejecting the authorities' 4.5 per cent pay offer and requesting arbitration.

Both the headteachers' organizations have told their members to do nothing to undermine the effectiveness of the teachers' action.

In addition, Mr McAvoy said that few of the country's 28,000 schools remained unaffected by his union's one-day strike call on Wednesday – and predicted further extended strike action in about a fortnight's time in selected areas of the country.



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PLATFORM

Doug McAvoy, deputy general secretary of the NUT, responds to a recent Platform article in which Christopher Price asserted that the union's influence had disintegrated in recent years

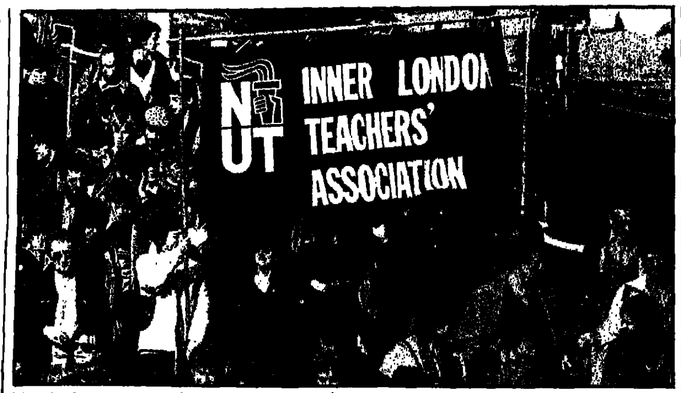
Don't underestimate the carthorse's power

Despite the belief of some MPs to the contrary, the House of Commons is not the best place from which to keep in touch with what is happening in the world. Ex-members, at least initially, can have an even harder time coming to grips with reality. Their lives have been disrupted by electoral rejection – they have lost the appearance of having power and are forced to search for a new role. If they find one linked to their special area of concern they cast around for a scapegoat on whom to blame the ills affecting that particular interest. Most vulnerable in such circumstances seem to be their allies, their friends of former more glorious days.

Chris Price's recent article on the National Union of Teachers ("The wounded carthorse", *TES*, April 20) is a case in point. As a long-standing friend of the education service, he was forced to become somewhat distanced from it in his elevated position as Chairman of the Education Select Committee in the last Parliament. The reports of the Committee demonstrated the balancing act he was having to do as a minority party chairman. To carry Conservative members with him and keep the respect of his own party he had to bend and flex. He could not insist that facts overrode politics or that the interests of the education service rather than the pragmatism of politics should be paramount.

He now seems to find it necessary to select or interpret his evidence to fit his decision. A decision determined in advance of any evidence being analysed. Chris Price seems to expect the NUT to have the power and influence that no trade union or professional association in the world has. Having discovered it is not omnipotent, he criticizes the NUT for not filling the unrealistic role which he has set for it. That criticism and blame which he attributes to the NUT is invalid.

Ever since education became a party political issue in the mid-1960s, the partnership which had sustained the service was threatened. The powerful position of the education lobby at local level was questioned, as was the national vehicle for education expression. That national vehicle, the Association of Education Committees, crossed party political boundaries and provided a very strong education lobby. It was an obvious partner for the NUT and the two bodies, as allies, were able to protect and develop the education service without being compromised or constrained by party political differences.



The union deserves congratulations for its defence of the education service.

When local government was reorganized in 1973-4 both Labour and Conservative politicians at national and local level decided to use that reorganization as a means of limiting the impact of the education lobby. At national level this meant the death of the AEC and, therefore, the removal of the one body speaking for education on behalf of local government. Its replacement, the Council of Local Education Authorities, was not intended as more than a cosmetic gesture. Education was to be an issue for the metropolitan and the county council associations and, therefore, under party political control. How can the NUT be blamed for the death of the AEC? It was partly the strong partnership of the two organizations that had created the opposition. Faced with that "cross party" decision it is impossible to see how the NUT could have protected the AEC.

The NUT was, however, powerful enough at that time to protect the structure at local level. Its influence ensured the continued statutory requirement for a chief education officer, an education committee and the representation of teachers on those committees. The impact of that success is not felt centrally, it is felt locally and its importance continues.

The fact is clearly evident in the recent success of the union in preventing the reintroduction of selection for secondary education. Despite the shift to the centre of control of education which this Government is determined on, such decisions are still taken locally. Sir Keith Joseph may want to reintroduce selection, but the union, through its strength locally, has prevented a reversion to an outmoded and divisive system of education.

Successes such as this are not built on disunity in the profession. For many years the union has strived for unity among teachers and their associations despite any suggestion to the contrary. Only the NUT has declared a commitment to professional unity and a willingness and desire to seek to establish such a united profession. But the reality of the existence of other organizations and their own internal problems cannot be ignored. Again it is difficult to see what more the union could have done and totally unjustified to criticize the union for the lack of unity that may prevail.

Destruction of the Schools Council Mr Price blames on that disunity, but he is wrong. It was killed off because being representative of working teachers through their professional associations it persistently embarrassed the Government. It could not be relied on to toe the Government line yet it had an "official" status. Sir Keith could not tolerate such insurrection. Instead he has now set up two bodies in the hope they will do his bidding. He expects obedience because they are handpicked for the job. If the individuals do not keep in line they can be removed. Dissent will not be permitted under this new central control.

That determination to be independent which led to the demise of the Schools Council could also bring about the destruction of the Assessment of Performance Unit. It too has resisted Government dictate and stuck by what it believes to be right for the future development of education.

If the numbers game – the fight to ensure majority representation generally for teachers and particularly for the majority professional association of teachers – had any part in the death of the Schools Council, then so be it. The NUT, as the major teacher union, cannot be criticized for insisting that the majority is given its rightful representation. No union, or for that matter political party, accepts a minority role if it has a majority status. Were it otherwise, democracy would be stood on its head – a position for which Chris Price could surely never wish except for the occasional longing when he was in opposition.

Disunity did not prevent the establishment of a Teaching Council either. It was the determination of the union to ensure that any professional body would not be dominated by teachers and would not be controlled by the Secretary of State.

The General Medical Council will not accept that the Health Secretary should police it or that non-doctors should have a majority say in its deliberations. Likewise for teachers. To blame the NUT is to reject the principles of representation and accountability and to ignore the attitudes of others who at that time would have supported a Teaching Council for reasons and purposes which were to the advantage of the profession.

The present Government bases its refusal to have any meaningful dialogue with the trade union movement. But its decision to reject talk and close the doors to all parts of the trade union movement cannot last. Eventually it will have to accept the value of consultation and involvement. When it does, the added value the NUT has gained from its involvement with the TUC will once again be obvious.

Affiliation to the TUC has been beneficial. It has enabled the union to take its educational policies to a wide and varied audience and has made available to the union an expertise of support of value to members.

Affiliation was also an essential element of its education role. During the Heath/Wilson/Callaghan era membership of the TUC provided the union with an additional area of influence. Today the TUC's education policy is greatly influenced by the NUT, and there is increased awareness among trade unionists and the TUC of the importance of education. The membership has developed and extended the education lobby and helped to bring increased pressure to bear on Government for the advancement in education the NUT has consistently sought.

That Mrs Thatcher's Government will not talk to the trade union movement does not diminish the educational role of the union within the TUC. It diminishes the validity of the policies her Government is pursuing.

The last decade has certainly been one of change, but then which decade is not? Chris Price has identified certain issues during that period which have affected the work and welfare of the union. The issues are fact.

The partnership that existed between the AEC and the unions no longer exists because there is no AEC. There is no united profession because other teacher organizations have not responded to the repeated calls of the NUT for professional unity. The Schools Council has gone because the Secretary of State so dictated for reasons which he has yet to declare. There is no Teaching General Council because none has been proposed which provides teachers with the status of a self-governing profession. There are limited links between the unions and central government because the Government has discontinued well established links with trade unions and professional bodies as a deliberate policy. The NUT is not the cause of any of these developments. It has sought to avoid them all, but only in one has faced overwhelming opposition which in all but the question of professional unity has been partly politically determined.

Had Chris Price analysed the issues first he would have been obliged to congratulate rather than criticize the union. Congratulate it for having successfully defended the education service and its members against attack from many and varied quarters. Congratulate it for having done so during a period when the advocates for education were being silenced and separated by the demolition of the support structure. Congratulate it for continuing to ensure the widest support for the education service by taking the education message to the Trades Union movement. Congratulate it for persevering, after many rejections, with professional unity which must remain the important goal for the future.

Much of the congratulation is deserved by the NUT is due to the awareness of its leaders, particularly Fred Jarvis, of the need to take the case for education to the widest possible audience without in any way compromising or diluting the principles or objectives of the union. [illegible] to promote [illegible]

Sir Keith Joseph: no thought [illegible]

Fred Jarvis: an unrelenting champion [illegible]

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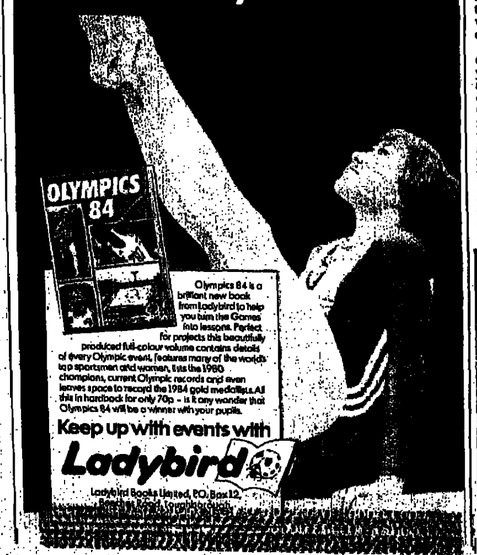

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NEWS

Wind of policy shifts to the Left for key l.e.a.s

by Mike Durham

Education chiefs in several key local authorities were this week contemplating a change in direction, following Labour gains in last week's local elections.

Labour won Birmingham from the Conservatives, and established a working majority in Dudley after seven years of Tory control. In two other major cities, Liverpool and Manchester, the Labour left strengthened its position.

In Birmingham, often regarded as a model Tory authority because of the Conservative city fathers' "good housekeeping" policy, Labour had an easy victory. Labour now has an overall majority of five.

But the incoming Labour group, while promising to end cutbacks, expand the curriculum and develop nursery education, has offered no plans to end selective schooling in the city. Schools run by the King Edward Foundation are not yet under threat.

The city's new education chairman, Mr Marwood Brown, said the Labour group was committed to comprehensive education. "But the King Edward Foundation schools have been running for many years. We don't envisage taking any immediate action to change the situation."

'Teachers should be free of the fear of someone peering over their shoulder

The foundation controls seven schools in the city. Two became independent when their grants were removed in 1976; the other five are voluntary aided grammar schools. The only way for the new Labour council to force them to abandon selective policies would be to ask the Secretary of State for permission to cease to maintain them.

Even in opposition Labour conceded that with a Tory government there was little point in making any such plan.

The Labour leaders have also promised to keep a watch on the Conservative-introduced secondary reorganization in the city, rather than disrupt Birmingham's schools by attempting a further reorganization on party lines.

The new Labour group has already promised to keep on 5,000 school meals staff at nationally-agreed wages. The dinner ladies had been threatened with the sack unless they accepted a pay cut by the Conservative administration.

Labour is also to give a reprieve to Nechells School, threatened with closure by the Conservatives, which a group of parents and teachers have been occupying in protest. "We are taking immediate steps to keep the school open," said Mr Brown. The Labour group has asked for legal advice on the issue.

Labour's takeover in Birmingham has unseated one of the hawks on the Association of Metropolitan Authority's education committee, former Birmingham chairman Councillor Brian Meadows. He was the only Conservative on the committee who did not come out against the Government's *Training for Jobs* White Paper.

In Dudley, a new Labour administration promised "a change of emphasis" on education after seven years of Conservative control. Dudley is Britain's lowest-spending l.e.a. and both cuts and the council's enthusiastic pursuit of privatization have been keen issues there.

The election left the council deeply split, with 36 Labour seats, 35 Tory and one SDP. Labour is confident that it has a working majority, if necessary on the chairman's casting vote. A Labour mayor is expected to be elected next week.

The new education chairman, Mr David Savage, a teacher at a middle school in Sandwell, said Labour would try to "raise Dudley from the bottom of the league tables" but did not forecast dramatic change.

"We won't be able to make any sweeping changes because we are working within a Conservative budget. The main change will be one of emphasis," he said.

"My feeling is that education should not be run as a business. Teachers should be free of the fear of someone constantly peering over their shoulder."

Under a Conservative administration Dudley privatized school cleaning and caretaking services. The council also brought in management consultants which recommended administrative cutbacks coupled with big pay rises but fixed-term contracts for its chief officers.

While Labour has no immediate plans to end privatization of school cleaning, an expansion of nursery education is under way with proposals for two new nursery schools.

The new administration is also aiming to renegotiate the contracts given to chief officers. Dudley's director of education, Mr Ron Westerby, is believed to be the only CEO on a fixed-term contract and one of Britain's best-paid at £26,250 a year.

"We are going to ask the officers to tear up the contracts signed with the Conservatives – although I realize that is not an easy thing to ask," said Mr Savage.

In Liverpool, Labour's increased majority ended the uncertainty over political control and brought nearer a head-on confrontation with the Government over Labour's illegal budget.

A political stalemate over the city's financial position was broken when Labour gained seven new seats, making it virtually certain that the "illegal budget" will be approved.

For teachers the move brings closer the prospect of their salaries not being paid by a bankrupt authority.

Liverpool's NUT spokesman, Mr Jim Ferguson, said: "We're faced with the eternal contradiction – a legal budget will make teachers redundant, an illegal budget could lead to bankruptcy and an authority unable to pay its teachers."

Mr Ferguson said the union's power to help unpaid members would be limited. "If salary cheques bounce, it will be a matter of dealing with the real hardship cases. But the NUT's funds do not stretch to covering for a bankrupt authority."

Liverpool teachers split over support for the illegal budget at a mass meeting called by the NUT last month. A delegation from the North West TUC, including teachers, is hoping to meet Environment Secretary, Mr Patrick Jenkin, this week in a last-ditch attempt to save the situation.

Liverpool's director of education, Mr Kenneth Anteliffe, said there were no contingency plans for running services if the minister sends in commissioners to run the city, as he has threatened to do if Labour's illegal budget is passed.

"We just don't know what might happen if an illegal budget is fixed. But if commissioners do come in we would have to find out their remit and act accordingly. Meanwhile it's a matter of wait and see."

The education office also expects to hear the outcome of consultations with Sir Keith Joseph, the Education Secretary, over Liverpool's secondary reorganization plan within the next two weeks, so that it can be implemented in September.

In Manchester a swing to the left led to speculation that the city might be following Liverpool towards a confrontation with the Government. Until last week the council's Labour group was split, with 26 councillors being refused the party whip. But since the elections the left have a clear majority in the party.

This week a delegation from Labour's National Executive Committee was visiting the city to try to reconcile the two sides. Meanwhile a new education chairman had yet to be appointed.

Mr Gordon Conquest, who is standing down after four years, said the council's education policy was unlikely to change, whoever became his successor. But there was a real possibility of left-wingers on the council provoking a confrontation with the Government.

In Coventry, a former Labour education chairman, Mr Peter Lister, narrowly avoided losing his seat after being "deselected" by the ward which he had represented for 27 years. Mr Lister was selected instead to fight a by-election in a neighbouring ward and won by 200 votes.

Inspectorate sets out race-bridge guidelines

by Diane Spencer

An eight-point guide to good race relations in schools is contained in a paper by HM Inspectorate which has been circulated only to chief education officers and colleges and departments of education.

The paper summarizes "modest and exploratory" discussions between the Inspectorate and officers, teachers and advisers in five unnamed local education authorities in the latter half of 1983.

"It is properly tentative and goes no further than the state of the art allows", say inspectors, and add: "Given how little is actually known about race relations in schools, as opposed to the rhetoric about racism in our society, the paper may be helpful to the l.e.a.s that took part and to others in continuing or beginning discussions about race relations".

They say the "good school or education authority" should ensure that:

- incidents of racial discrimination are dealt with openly;
- graffiti are removed quickly;
- racist symbols on clothes or badges are forbidden;
- an explicit statement on race relations is made by the school;
- discussions between staff, including non-teaching staff, pupils, governors and parents' representatives have led to a "whole school view";
- there are staff, particularly senior staff, from ethnic minorities;
- careful attention has been given to the possibility of bias in curriculum content and materials; and
- the general ethos of the school supports the idea of respect for all pupils.

Inspectors found little evidence of consistent and successful practice aimed at tackling the race relations issue, although it was generally agreed that it was important.

In authorities which have already drawn up policy guidelines, advisers should work with schools to translate policy into practice, identify the most successful approaches and disseminate information about good practice.

Race relations in schools: a summary of discussions at meetings in five local education authorities, DES, Elizabeth House, York Road, London SE1.

Preparing the joint: The newly-opened Haringey Women's Training and Education Centre, in north London, provides courses for women who want to break into traditionally male areas of employment. It offers 12-week taster courses in carpentry, decorating, plumbing and science and technician skills, and a full-time, one-year course in computers and electronics. Also available are back-up courses in literacy, numeracy and business skills.

Trainees must be women who are unlikely to get normal training places. All are working class, and the majority are from ethnic minorities. Single parents and disabled women are also given priority. No prior qualifications are needed, and trainees are given financial help and support with child care.

The centre also runs a programme of adult education classes – home maintenance/ basic accounting/ introduction to computing – open to all-comers.

Funds come from the European Communities' Social Fund, from the Greater London Training Board and the Haringey local authority. The centre, which will take 90 women a year, is run by a 14-strong management committee to help trainees find openings for jobs or further training.

Science and FE get in-service grants boost

by Sarah Bayliss

Government funding for in-service training grants has more than doubled. For the first time grants will cover science teachers in schools and some lecturers in colleges of further education.

Details of the scheme, which were published this week, show that the value of grants is going up from £6.3m to £14m for 1984-85. According to the Department of Education and Science, up to 6,000 teachers and lecturers are expected to take up places on designated courses, compared with 3,000 last year.

The scheme aims to encourage teachers to take Government-approved courses in six subject areas, by paying the local authority 90 per cent of the cost of employing replacement staff. When Sir Keith Joseph, the Education Secretary, launched the initiative last year he described the cost of temporary cover as a major difficulty for in-service training which he wanted to overcome.

The local authority associations, which are traditionally wary of any specific funding not channelled through the rate support grant, are understood to be worried by the precedent being set by in-service training.

"Though we have accepted the figure, we have expressed concern about the speed with which it appears while other areas of the education service are suffering very severe constraints," said Mr Peter Coles, deputy education secretary at the Association of County Councils.

A DES circular sent to all l.e.a.s this week shows the amount of grant provisionally allocated to them under the in-service scheme. Allocations are based on the size of school age populations and on the number of 16-year-old full-time equivalent students in non-advanced further education.

The circular describes the areas of training supported by the scheme, including four which were established last year. These are: management training for heads and other senior teachers in primary and secondary schools; special educational needs in ordinary schools; mathematics teaching; and pre-vocational education in schools.

The two new areas are science teaching in primary and secondary schools and vocational education taught by lecturers in further education.

"The Secretary of State recognises that recent initiatives such as the Certificate of Pre-Vocational Education (CPVE) and the Youth Training Scheme (YTS) are resulting in a considerable expansion of pre-vocational education and vocational training opportunities for students with if any need for additional resources," says the circular.

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12 colleges face closure threat in NAB review

by Karen Gold and John O'Leary

The future of twelve colleges of higher education is in doubt this week after a warning that their viability is in question.

The list of 12 colleges was drawn up by the chairman's study group of the National Advisory Body as part of its investigation of diversified teacher training colleges. Each will receive an individual letter, some recommending mergers, saying that because their student numbers are in most cases around or below 500 full-time equivalent, they may not be viable.

The 12 are: Avery Hill, Bath, Charlotte Mason, West Hill, Newman, De la Salle, Westminster, Bishop Grosseteste, North Riding, West Midlands, Rolle and Hertfordshire.

Three other colleges which were considered for inclusion – Bretton Hall, Homerton and La Sainte Union – were eventually ruled out. The suggested mergers were Avery Hill with Thames Polytechnic, West Hill and Newman with each other, and Hertfordshire with Hatfield Polytechnic. Westminister, was encouraged to talk to Oxford University and Oxford Polytechnic about possible links.

Letters are also going from the NAB to the local authorities concerned, asking for their comments, and to validating bodies and the inspectorate asking for advice on the quality of work done at the colleges. The Council for National Academic Awards has already said it will not provide such advice for the exercise this year.

Mr John Bevan, secretary of the NAB, said that the exercise was intended to produce changes for implementation in 1985/86. "It is an open examination which certainly could range anywhere from consolidating an institution's role by doing something positive to looking at mergers or closure".

More than 50 colleges and polytechnic departments were included in the review, which has had a short but stormy passage and is certain to cause further controversy when recommendations reach the NAB board. Members of the two working groups involved both gave warnings in March that the exercise was being conducted too hastily, and were asked to resign if they were not prepared to play a full part.

The NAB's teacher education group was due to be informed of the college names and the letters at the same time as the letters were sent out. The group and the chairman's study group are due to discuss the responses before going to the NAB board and committee in July.

A spokesman for the National Association of Teachers in Further and Higher Education said that the way the diversified colleges exercise was being carried out would bring NAB into disrepute. "NATFHE has consistently opposed this exercise this year because we have said that these colleges had the Secretary of State's exercise the year before last, the NAB exercise last year; the Advisory Council on the Supply and Education of Teachers is to make recommendations on numbers next year, and the year after that there's another major NAB planning exercise." *THES*

National radio surprise for IBA

by Gillian Macdonald

The IBA is to be given its first national radio network, Mr Leon Brittan, the Home Secretary, announced during the Second Reading of the Cable and Broadcasting Bill in the House of Commons on Tuesday.

Mr Brittan surprised many people by amending the Bill to include two new national radio networks to be set up by 1990, one for the IBA, the other for the BBC to allow Radios 1, 2, 3 and 4 their own VHF facilities.

The new national station for the IBA breaks the BBC's monopoly of national radio. Like cable, the national network could open up new areas for educational broadcasting, but these will have to compete against commercial interests.

A spokesman for the IBA would not rule out the idea of a Schools Radio service of the sort provided by the BBC, but he thought it only likely if the network was split to allow simultaneous medium wave transmissions. It was more probable, he said, that current trends on local radio would be developed.

Network education programmes on television, like *Breadline Britain*, *Country Crisis* and *Whose Town Is It Anyway?* have all encouraged follow-up items on local radio. Items from *Revision Line* on London's Capital Radio have received more than 1,000 calls a day from school children seeking advice on O and A levels.

Ripping yarn: Ben Haggarty of the West London Story Telling Unit enthrals youngsters with a tale during National Tell a Story Week.
Picture: Martin Meyer/Network

New post

Mr David Whitbread, principal assistant education officer responsible for schools in Hertfordshire, has been appointed to succeed Mr Peter Coles as deputy education secretary at the Association of County Councils.

Mr Whitbread, aged 48, who has worked for Hertfordshire for 11 years, began his local government career in Norfolk where he was senior assistant education officer for further education.

Bradford parents win school review

Education chiefs in Bradford are sending a team of advisers to review the work of Drummond Middle School after protests from parents about alleged racist remarks by the headmaster, Mr Ray Honeyford.

Last week angry parents met Mr Richard Knight, the director of education, to hand in a 600-signature petition demanding that the head be dismissed. He promised them that a review would be carried out soon and the governors would be informed of the outcome.

Mr Knight said: "We do not seek to curtail staff freedoms. If a member of the teaching staff wishes to adopt a public stance on matters relating to his work, then our advice is that public office-holders have responsibilities as well as rights.

"If what they say affects parental confidence, it should cause them to reflect on the wisdom of such a stance. It may result in a check to see that it does not affect the provision in the school."

The controversy arose from an article written by Mr Honeyford in the right-wing *Salisbury Review*, in which he suggested that multiracial education could harm white children when they were in the minority.

Out of the 450 pupils in Drummond Middle School about 85 per cent are of Asian origin. This week Mr Honeyford said he had no comment to make.

Rates Bill scrapes by

The Government's plans to give Environment Secretary, Mr Patrick Jenkin, reserve powers for rate-capping any local authority, scraped through the Lords in the teeth of stiff opposition this week. The Government had a majority of 10.

The controversial reserve powers section of the Rates Bill gives the Secretary of State blanket rights over any authority, providing both Houses of Parliament agree to endorse a special Order.

The right to impose specific controls on up to 20 high-spending authorities has already been passed in both Houses.

Lord Chelwood (Conservative) said existing block grant arrangements made the reserve powers section unnecessary, and he claimed it undermined democracy. The section was also strongly condemned by Lord Ridley, president of the Association of County Councils.

The Rates Bill has now nearly completed its progress through Parliament and is virtually certain to become law.

Selection opponents win some, lose some

by Biddy Passmore

Pro-comprehensive campaigners in Gloucestershire won a long-fought battle to end selection in Stroud last week. But they lost another, when county councillors voted by a narrow margin to keep a grammar school in Cheltenham.

At an all-day meeting of the county council, a controversial scheme to replace Stroud's two single-sex grammar schools with one mixed "supergrammar" was rejected, after vigorous lobbying by parents and governors had persuaded some Conservative councillors to break ranks with the majority group and vote for a fully comprehensive system.

An amendment proposing a scheme of five 11–16 comprehensives and a sixth-form college, proposed by Conservative councillor Bill Oakes, was passing by 38 votes to 15.

Comprehensive supporters were jubilant about the result. Mr Barry Tomlinson, a local teacher, said: "I would never have believed there would be such a strong comprehensive lobby in the Cotswolds".

Now the education committee will draw up a detailed scheme by the summer and seek the agreement of the two grammar schools – which are voluntary controlled – to set up a sixth-form college on their site. The plans will then be forwarded to Sir Keith Joseph, the Education Secretary. The earliest date for implementation of the scheme would be 1986.

Although Sir Keith rejected a fully comprehensive scheme involving 11–18 schools for Stroud two years ago, the omens for a scheme with a sixth-form college are thought to be better as his chief concern on that occasion was about sixth-form provision.

Comprehensive campaigners were less pleased with the afternoon's proceedings on Cheltenham. Councillors rejected by 30 votes to 28 an amendment proposing an all-comprehensive scheme for the city moved by Mr Alex Lawrie, a Labour councillor. Two Conservatives abstained in the vote.

The county approved in principle a plan to merge the city's two grammar schools into a single mixed grammar, and to set up at least four 11–16 comprehensives, one of which would develop a sixth-form centre.

"Obviously it was very disappointing to fail after we'd had such a splendid debate and result on Stroud", Mr Lawrie said.

He thought the parents in Stroud had been more highly mobilized but said there was no doubt the majority in Cheltenham favoured a fully comprehensive scheme. Individual submissions to the county had favoured the ending of selection by four to one, he said, and the comprehensive lobby's petition had gathered more than 3,000 signatures, compared with the selective lobby's 1,000.

But at County Hall, officials said the submissions on the scheme had been evenly divided. It was also suggested that the retention of selection in Cheltenham presented fewer problems than in Stroud because there were more pupils and a grammar school would therefore cream off a smaller percentage.

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Glue sale law step nearer

by Sarah Bayliss

Legislation which will prohibit shopkeepers from selling solvents to potential glue sniffers is expected to be on the Statute Book by Christmas.

This follows notice from Mr Harry Greenway MP in the Commons this week that he intends to present a Private Members Bill along those lines. But there is still no sign that glue sniffing itself will be made a criminal offence.

Last week, Ionian Glenrose, MP for selling glue-sniffing "kits", undertook from Brittan, the Home Secretary, that legislation which has no would the Government would be prepared to support a Bill which made it an offence in England and Wales "for a person to sell substances to young people under the age of 16 if he knows or has reasonable grounds for believing that they are likely to be inhaled to achieve intoxification".

The passing of such a law would bring England and Wales into line with Scotland where last year two shopkeepers were successfully prosecuted south of the border.

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Liberals urge caution on school closures

by Biddy Passmore

Local education authorities should look at long-term prospects for pupil numbers and not rush to close schools, according to a policy paper just published by the Liberal Party.

The paper, *Must Schools Close?*, by Mr Chris Bradford of the party's education panel, claims that school rolls in the year 2000 are likely to have climbed back to their present level. It says each l.e.a. should draw up a "management plan" that would help avoid closures in the short term in order to meet rising demand in the 1990s.

One element of the plan would be more opportunities for 16-plus teaching and increased day-time use of schools by the local community.

The paper recognizes that closures will sometimes be necessary, for educational as well as financial reasons. But it says decisions must be taken primarily on educational and not party political grounds, and only after full consultation on an agreed list of criteria, such as minimum disruption to pupils, teachers and the community, and opportunities for alternative community use.

The authority should set out a list of options with an analysis of the problems for consultation with the public and teaching unions, it says.

"Too often", Mr Bradford remarks, "education officers and members of the controlling political group decide what should be done and then 'consult' the public with their minds made up. The consultation must be genuine and be seen to be genuine."

■ A high school built only five years ago at a cost of more than £2m is being threatened with closure due to falling secondary rolls in Staffordshire.

Weston Road High School, Stafford, is under threat because the county council wants to shut one of the town's three high schools. Campaigners fighting the merger of the town's two other schools say Weston Road should be the one to close because it is on the outskirts of the town.

Must Schools Close? is available from Gill Tattersfield, 30 Sauncey Avenue, Harpenden, Herts, price 50p including p & p.

Parents protest over loss of free travel

by Bert Lodge

Hundreds of pupils were kept away from schools in West Glamorgan on the first day of the authority's new policy, which has cut free transport for more than 6,000 children.

Protesting parents took over a classroom at Morriston comprehensive school, Swansea, and remained there throughout the day.

Mr Vivian Roberts, assistant director of education, said that on reorganization in 1974 the new county of West Glamorgan took over the policy of the most generous of the authorities it was absorbing and continued to provide free transport for secondary pupils with more than two miles to travel, and for primary pupils who lived more than 1½ miles away.

"Unfortunately we have had to find economies and we have reverted to the statutory limits of three miles for seniors and two miles for primary, the same arrangement as prevailed in the old Swansea authority. But the parents have naturally got used to the more generous position over the years."

The authority would continue to monitor the situation, Mr Roberts added.

Privatization drive 'slowing down'

by Richard Garner

NUPE believes schools should provide breakfasts and afternoon teas in addition to lunches.

The drive by Conservative-controlled local education authorities towards placing parts of the education service in the hands of private contractors is slowing down, says the union whose members are in the forefront of the battle against such schemes.

In its annual report, the National Union of Public Employees – which represents school meals staff, cleaners and caretakers – says there are now seven l.e.a.s which have put their cleaning services in the hands of private contractors.

But the union – whose annual conference begins in Bournemouth this weekend – says there has been "a distinct slowing down in the move away from direct labour" in recent months.

The report claims the reason is failure by private contractors to provide the same standard of service. It adds that while the schools service has been affected by them during the past year, private contracts have not yet developed into a "major threat" in the universities.

The union is bracing itself for a defence of the school meals service – and calling on l.e.a.s to offer school breakfast and afternoon teas as well as lunches.

The annual report says: "We call on our members to resist firmly all attacks on the school meals service in order to defend the right of all children to a nourishing midday meal. We also welcome new ideals and initiatives for improving and extending the service.

"Many local authorities have launched imaginative publicity campaigns to increase take-up. Others have invited parents to the school to try the meals, and introduced breakfast and afternoon teas for children whose parents are at work."

The report says that school lunches provide the only proper meal of the day for many children, adding: "They are particularly important when, as a recent national survey revealed, more than one in five school-aged children exists on an inadequate diet. They are also vital now that more than a million children in England alone receive free school meals".

Delegates will be urged to back a motion calling on the union to fight hard for the retention or restoration of the school meals service. Another motion on school meals calls on local education authorities to levy a cover charge of 20p a week to provide facilities for those children now taking sandwiches to school.

Meanwhile, there is likely to be controversy over the Government's Youth Training Scheme, with one motion urging the union and the TUC to refuse to cooperate with it, while another acknowledges that refusal to cooperate with the Manpower Services Commission will not stop thousands of school-leavers taking up places on it.

Delegates will also debate a motion calling for the union to mount a defence of the education service, and support a campaign for a minimum education grant for all adults receiving education.

The motion says that support services to the educational process – such as school meals staff, crossing patrol personnel, cleaners, caretakers, classroom auxiliaries and nursery nurses – are all essential if people are to be given the right to education "from the cradle to the grave".

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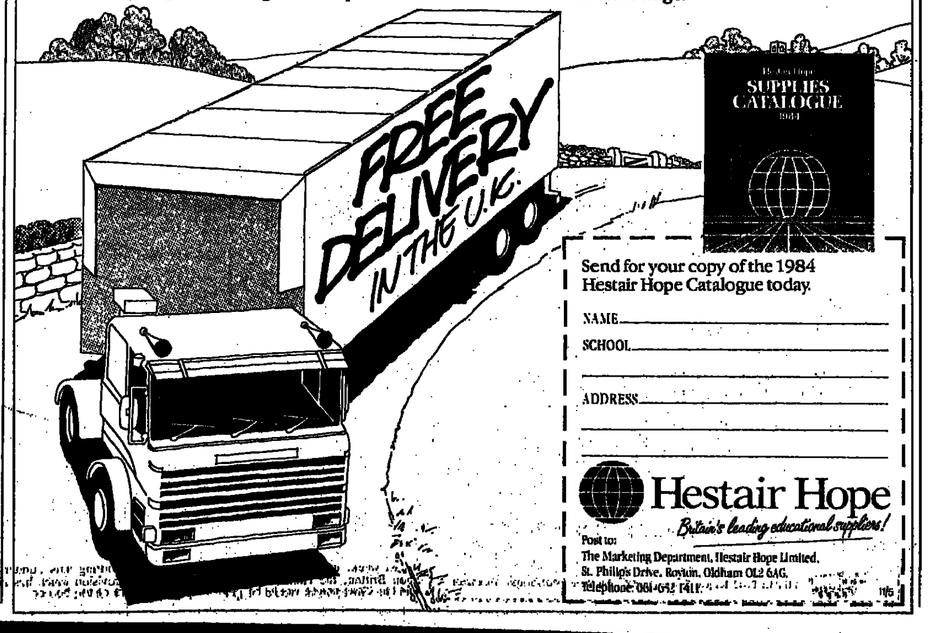

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Legal move threatens Bengali school plan

Three new primary schools for the rising Bengali population in East London are under threat because of a proposed change in the law governing capital spending, according to leaders of the Inner London Education Authority.

Mr Peter Aylmer, vice-chairman of the ILEA's development sub-committee, said that plans to build new schools and open nursery classes, might become "unwitting victims of the Government's drive to emasculate the GLC".

He said ILEA officers would continue to lobby the Department of Education to try and halt a move to reduce capital spending from £17m to £16m, in 1984–85.

The Department of the Environment recently revealed that it intends to amend the usually non-controversial GLC Money Bill which authorizes capital spending by the council each year.

It is understood that ministers are particularly offended by the size of grants and loans in the capital budget of the Greater London Enterprise Board, which was set up by the present administration to create jobs.

The current rules for capital spending, which apply to all local councils, allow authorities to spend 50 per cent of the money they receive from the sale of surplus buildings. However, by tabling an amendment to the GLC Money Bill in Parliament in a few weeks' time, the Government intends to restrict the GLC's spending from receipts to 25 per cent.

ILEA claims that some of the schools which serve the Bengali community are desperately overcrowded.

Mr Aylmer said the three new schools in the London borough of Tower Hamlets were a top priority. "We are desperately overcrowded in some schools and the DES has already recognized this by giving permission to go ahead. But if we don't have the money we can't go ahead."

Other priorities in the ILEA's capital budget included provision to help schools meet DES building standards and to house secondary re-organizations already approved by Sir Keith Joseph, the Education Secretary, accommodation for further education for the young unemployed and rationalization of the building stock.

☐ The Government now has such tight control of local authorities' current spending that it no longer needs a separate system to control capital expenditure, the Association of Metropolitan Authorities has told ministers. In a paper called "A Review of Capital Controls, Criticism and Alternatives", it says the present complex system should be scrapped and replaced by a simple limit on the amount authorities could borrow.

The lonely head finds a sympathetic ear at long last

by Sarah Bayliss

Many primary school heads feel isolated and benefit greatly from in-service courses which bring them together, according to an assessment of management training in Northern Ireland.

The assessment, titled "Management in Primary Education", quotes one headteacher as saying: "Principals find difficulty in discussing problems with local colleagues as word can get around that a school is in difficulty and wrong impressions can be given. A pooling of problems by principals from a distance is easier."

Another head described the effect of the reassurance he had gained from other heads: "I am more confident in dealing with a troublesome member of staff. Now I have contacts who will lend a sympathetic ear."

The courses, which were initiated by the Department of Education in Northern Ireland in 1981 and which to date have catered for 120 heads in four groups, were chiefly concerned with management issues.

A researcher, Sister Anne O'Shea, found most heads who had taken the course had been stimulated to take a fresh look at themselves and their schools, and, in particular, to develop their staff.

When asked to criticize the courses, heads said they needed a lot more help with "the personal side of handling staff", particularly when they wanted to develop the curriculum, or change teaching styles. One commented ruefully: "Since I inherited all my old the appropriate terminology is perso 'staff redevelopment' – a more difficu and treacherous task with a differen approach required for each individual."

In particular, heads wanted to a quire more "know how" in dealing with their deputies, probationer teachers, ancillary and non-teaching staff, the selection and deployment of staff, writing job descriptions, struc turing scale posts of responsibility team building, communication and consultation.

They also felt that in-service training should do much more to help them to find solutions to practical day-to-day administrative problems. Examples were the safety and welfare of pupils at lunchtime when staff refused to supervise; handling staff conflict; filing documents; budgeting and dealing with parents.

Management in Primary Education – An evaluation of the Department of Education's programme of training in educational management for principals of primary schools in Northern Ireland, is published by the Northern Ireland Council for Educational Research, Queen's University, Belfast. Price £2.00

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Sixth-form course for Asian girls criticized

by Hilary Wilce

A segregated sixth-form course for Asian girls in Manchester is to be set up next autumn despite opposition from councillors who say it flies in the face of the city's education policy.

The course will be based in the mixed sixth-form college, Margaret Ashton College, but the 30 Asian girls taking it will be in buildings some distance from the other students.

The education committee recently gave approval for the one-year course to run for a trial two years. Full details have yet to be worked out, but studies are likely to include South Asian history and culture, women in society, English, Urdu, religious studies, childcare and housecraft.

Mr Harry Tomlinson, principal of Margaret Ashton, said the course would cater mainly for Muslim girls of average ability, many of whose parents would not be prepared to let them study in a mixed environment after the age of 16.

It would offer girls a chance to understand their own culture, and to study their position growing up in Britain, he said.

But Mr Nick Harris, a Labour councillor and leading opponent of the course, said although the city had kept some single sex schools it had never been policy to offer segregated provision within mixed schools. "We have never recognized a separate Muslim educational entity", he said, "and I think it is quite the wrong road to go down". Left-wing councillors voted against the course when it was debated by the city's education committee.

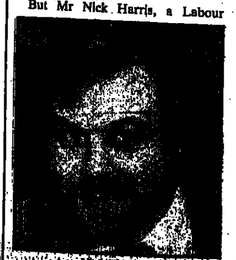
Mr Harris said the course proposed was a low grade one with no real academic merit. Manchester was moving towards an integrated system of tertiary education offering as wide a range of post-16 studies as possible, but this course would be a free-standing sixth form within the system. He also feared the course was sex-stereotyped.

Mr Tomlinson acknowledged that there could be some truth in this, but said it would be perfectly possible to change proposed subjects such as childcare and housecraft to computer studies.

Mr Mohammad Salam, a parent governor at Margaret Ashton, which still has lower classes going through as it converts from being a girls' high school to a mixed sixth-form college, said the course was an excellent idea.

Many Muslim parents would rather not take any risk of their girls being in a mixed environment after 16, he said. "As a Muslim parent I can say that the girls' integrity is, to some, more important than education after 16."

In 1982, when the city's secondary schools were reorganized, three county girls' schools – Whalley Range, Levenshulme and Manchester High School for Girls – were retained. Single-sex sixth-form education is available at Whalley Range, to the south of the city centre, but not at the other two girls' schools, leaving a dearth of provision in the north of the city.



Department heads' drop in status

by Bert Lodge

The status of heads of department in Welsh secondary schools has diminished in recent years at the same time as their responsibilities have increased, a survey by HM Inspectorate has shown.

Before large-scale secondary reorganization heads of large departments such as English and mathematics had considerable status, particularly in grammar schools. Next to the deputy head and the senior teacher they were usually the most influential and highly paid teachers in the school and were often promoted directly to headships.

But the size of the newly-created comprehensive schools called for their break-up into smaller administrative and pastoral units with such posts as head of section or head of house or year tutor.

"This extension of middle management roles has to some extent reduced the status and influence of heads of department," the report says.

While departmental heads are increasingly seen as leaders of a team of teachers as well as senior subject specialists the full potential of their role has still not been developed, it adds.

Some schools have tried to make up for their loss of status by promoting department heads to senior teacher status but "regrettably and contrary to the original intention in their creation" these posts have frequently been allocated for responsibilities not directly linked with pupils' learning experiences.

The report concludes: "Whether a pupil achieves or underachieves is largely dependent on the quality of planning, execution, and evaluation that takes place within individual departments."

Departmental organization in secondary schools. HMI (Wales) occasional paper. Free from the Welsh Office education department, Cathays Park, Cardiff.

Welsh lack lab use

Adult students in Welsh language classes are being held back by the reluctance of tutors and authorities to use technical aids, a survey by HM Inspectorate has found.

A report out this week on 344 courses attended by more than 4,000 students shows use of language laboratories to be minimal, while "many classes make no use of such valuable equipment as cassettes and tape recorders".

On the other hand, the establishment of "Ulpan" courses – intensive learning spread over three or four sessions a week – "may well be the most important development in the field of teaching Welsh to adults in the past decade".

In 1981–82 more than 40 of these courses were running in different parts of Wales. The total for all courses including introductory, further, mixed attainment and "bridging" (almost fluent) were 75 one-term, 210 two-term and 59 three-term.

In the autumn of 1981 4,255 adults were studying Welsh as a second language under 362 tutors. Of these 137 were graduates in Welsh, 112 had a degree or diploma with Welsh as a main subject (including BEd), 102 were qualified teachers while 11 were tutors without formal qualifications.

The report points out that in the 1960s and 70s a special effort was made to instal a language laboratory in every school and college, the most popular locations for adult Welsh classes. Yet in 35 centres with language laboratories only three courses involved their regular use and 41 their occasional use.

The teaching of Welsh as a second language to adults. Education survey 12. Free from the Welsh Office education department (EDS 2), New Crown Buildings, Cathay Park, Cardiff.

The stepfather factor in exam passes

by Hilary Wilce

Children with stepfathers are less likely to be entered for GCE examinations than children with two natural parents, and those that do obtain fewer passes.

Only 13 per cent of girls with stepfathers passed five or more O levels, compared with 26 per cent in unbroken homes, according to a new study of stepchildren in Britain. The corresponding figures for boys were 14 per cent and 23 per cent.

The study found that children with stepfathers miss out in a variety of ways. Their parents take less interest in their progress at school, and have lower aspirations for them. The children in turn, particularly boys, are more likely than children from unbroken homes to leave school early and pass up further education opportunities.

In contrast, children with stepmothers did not show significant differences from children in unbroken homes.

The study, by Dr Elsa Ferri of the National Children's Bureau, involved almost 600 stepchildren, all participants in the National Child Development Study – a long-term follow-up of virtually all the children in England, Scotland and Wales who were born in one week in March 1958.

It showed that children from stepfather homes were more likely to be considered by their teachers as having behaviour problems than those from unbroken homes, that stepchildren were more likely to have emotional and behavioural problems, and that stepchildren were more likely to play truant from school because they were "fed up".

The children's teachers considered that stepfathers and natural mothers who had remarried were considerably less interested in their children's progress at school than natural parents were. However, they thought that stepmothers and natural mothers showed about the same level of interest.

The study points out that many of these differences diminish drastically when other factors such as social class are taken into account. Stepchildren, particularly those with stepfathers, are more likely to have fathers in manual occupations, to come from larger families, and to be less well off than those in unbroken homes.

However, these factors do not explain all differences, Dr Ferri suggests. Lower expectations by stepfathers and the children's natural mothers could be explained, she says, by the fact that remarried parents might be anxious to have their dependent children leave home, in order to have freedom and privacy.

Lower expectations are not evident in stepmother families, but these families are less likely to be suffering economic hardship, and the role of a stepmother is likely to be seen as loving and rearing all the children in her family.

Overall, the study shows that children, especially boys, living with a stepfather suffer much the same disadvantages as those living with a lone mother.

Dr Ferri suggests, however, that teachers often have "less than positive attitudes towards parents in reconstituted families" and should consider whether they could do more to encourage stepparents to be involved in their children's education.

Stepchildren. A national study by Elsa Ferri. Published by NFER-Nelson £7.95.

Children with stepfathers are more likely to leave school early.

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TES 11/5

E J Arnold offers you more

Diane Spencer reports from two conferences on vocational updating and reviews the progress of PICKUP

When PICKUP was launched by the Department of Education and Science in May 1982 by the then junior minister for education, Mr William Shelton, it was greeted with some scepticism.

After all, what could be done with £1.2m? And good colleges were selling courses to local industry anway, critics said. Two years later, PICKUP (Professional Industrial and Commercial Updating) can claim some success, and has proved that employers and colleges can make more use of each other than some had thought.

PICKUP grew out of a consultative document, *Continuing Education: Post Experience Vocational Provision for those in Employment* issued by the DES. Responses showed that although much was being done, provision was patchy and further and higher education institutions needed incentives and know-how.

So PICKUP was designed to:

- ☐ encourage colleges, polytechnics and universities to identify updating needs in their region and plan ways of meeting them;
- ☐ promote the development of new types of course, materials and ways of teaching so that updating needs can be met effectively and economically;
- ☐ build up sources of information so that potential clients in industry and commerce can discover what is available and so avoid wasteful duplication of effort by course providers; and
- ☐ tackle financial and administrative obstacles.

The Open University was given £1m – £300,000 as a grant, the rest on loan to develop distance learning for PICKUP. The Further Education Unit is sponsoring projects on ... approaches to curriculum plan... and Bristol Polytechnic is produci... handbook on how to set up cour...

Nine regional development ... have been employed to act as li... between central and local initiati...

And to improve the flow of PICKU... information nationwide the DES ... sponsored a £225,000 research pro... to set up a computer directory ... courses.

When stealing ideas is no longer a crime

Collaboration, not competition, was the message from a conference at Warwick University last week aimed at promoting cooperation between education and industry for adult vocational training.

It followed the announcement by the Manpower Services Commission and the Department of Education and Science of a £1.3m pilot programme to develop local collaboration on training. The strategy will build on the experience of the DES's PICKUP programme.

Local collaboration was essential to produce modular, short courses, conveniently packaged, free of the exam hurdle and at the right price, Mr David Burt, deputy managing director of Heilermann Deutsch Ltd, told the 250-strong audience. It would also avoid re-inventing the wheel, he said.

But he warned that courses should be of high quality. Some were substandard and they could ruin the market.

He urged the participants to "steal ideas", a sentiment echoed by Ms Jenny Bacon of the Manpower Services Commission who said there was no room for mercantilist attitudes as there was more than enough business for everyone.

The £1.3m will go towards small-scale support of up to £15,000 for around 70 projects designed to build on existing collaboration between employers and institutions and for about 15 larger projects aimed at forging new employer-trainer links with grants of up to £50,000.

The money will not be available for training costs such as fees and subsistence, normally borne by employers, but will go towards planning and managing a project, analysing needs and developing materials.

Several examples of local collaboration exist already. The conference was presented with four: Rolls-Royce and Derbyshire College of Higher Education, the North-West Regional Management Centre, Southtek Consortium and the Coventry Consortium.

All had different characteristics as the conference aimed to show regional variations and how various needs could be met. No single model would fit the bill nationwide.

The first example showed how a local firm got together with the college's manufacturing engineering school in August 1982 to produce a six-month course for engineers by January 1983 – a fast production rate for academics, and at the right price.

The second was a region-wide effort involving more than 30 FE and HE institutions in management education and training.

Southtek is the product of the MSC's Open Tech initiative and attracted a £2m grant. Based in Brighton Polytechnic, it produces training packages for the distance learning of new technological skills. These packages are backed up by student support centres in companies and technical colleges in Kent, East and West Sussex.

The star of PICKUP is, however, the Coventry Consortium which comprises three colleges of further education, Coventry (Lanchester) Polytechnic, Warwick University and Coventry education authority.

Only six months after being launched by Sir Keith Joseph, the Education Secretary, last October, it was associated with £2.5m worth of new work in training and updating in commerce and industry, the consortium's coordinator, Mr David Warner, told the conference.

The idea sprang from a PICKUP workshop in December 1982. Ten days later the education authority and the university put in a bid for a grant from the DES to develop it. By July, the Department agreed to give them a pump-priming sum of £82,000; the l.e.a. is backing it with £200,000 a year and the university with personnel and offices.

A team based at the university provides a single access point for information and advice. So a training officer of a firm is no longer passed from one institution to another in search of the right course.

The consortium shares staff and facilities so it can offer programmes that could not be mounted by a single institution.

The major problem in creating a consortium was to change attitudes.

But Mr Warner believed college staff could be persuaded that consortia served their interests. Not only would they find new challenges and the chance to work with colleagues in other institutions; but a consortium would create a larger cake for all.

High price of a free market

Will the Government's free-market philosophy, when applied to training the adult workforce, suffice for the future? This was one of the questions posed by Dr Noel Thompson, under secretary at the Department of Education and Science, at a seminar on vocational updating in London last week.

The idea of academics selling training courses to employers at full cost, in competition with the private sector, was a new concept for British further and higher education, he said.

Many employers, especially small and medium-sized firms, were reluctant to spend money on training even when the right package was available, and even though they had tax incentives to do so.

Dr Thompson wondered if Government intervention "at the margin, acting only as a catalyst" would be enough. "This is a very big question and I am not proposing an answer," he told academics, trade unionists and industrialists at the seminar organized by the Anglo-German Foundation for the Study of Industrial Society.

Should up-dating be mandatory? Professional qualifications could and should not last forever. Airline pilots retrained regularly and doctors had taken this on board; but he feared that the professional institutions had not.

He thought there was a respectable economic argument for sharing the cost of training between the parties that benefited: the employers, the individual and society as a whole.

Employees faced a very heavy burden as they had to pay fees out of ... income as no tax relief existed, nor ... paid educational leave. "This is a ... disincentive to an individual who wa... to update himself if the employer is ... prepared to pay."

Noel Thompson

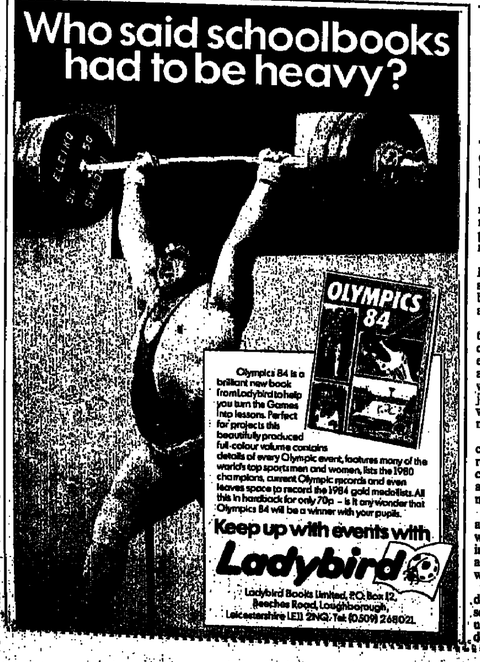
Herr Oliver Lübke of the *Deutsch... Gewerkschaftsbund* (the equivalent ... the TUC) also complained of cut-back... which made training too expensive ... individual workers.

He criticized the content of ... courses, their failure to take account ... the needs of women, shift workers, ... commuters and foreign workers, ... the shortage of staff.

Although 4 million workers ... entitled to paid educational leave only ... very small percentage claimed it. ... Reasons included inadequacies in ... training system, lack of information, ... difficulties of access and, increasingly, ... attempts by employers to prevent ... workers taking leave.

Herr Lübke said further training ... was a task for the state and should be ... developed into an autonomous area of ... the public education system.

Dr Ray Cowell from Sunderland ... Polytechnic also feared the philosophy ... of the market place. Are we in danger ... of sacrificing long-term aims to short-term expediency? he asked.



Brent staff accept need for fewer secondary schools

Teachers favour mergers

by Nick Wood

Teachers in Brent are cooperating with Conservative plans to reduce the number of secondary schools in the borough.

They have accepted the new administration's argument that falling rolls make cutbacks inevitable, but they are pressing it to opt for school mergers rather than outright closures.

Attention is focused in the south of Brent where all eight secondary schools are faced with dwindling numbers and as many as 160 teachers' jobs are at risk.

Mr John Poole, chairman of the teachers' side of the joint consultative committee, said that a meeting with education officers had agreed that an annual intake of 125 pupils a year would be the yardstick by which to judge a school's viability. Geography would then determine the precise nature of any mergers.

The talks came after an education committee meeting at which teacher representatives combined with Labour councillors and a lone Liberal to reject a Tory plan to close four schools and merge two others.

But Mr Poole stressed that teachers accepted the need for action. He welcomed the Tories' "sense of realism" and accused the previous Labour administration of lacking the political will to take difficult decisions.

"Labour has been unable to take a decision involving amalgamations of schools because they thought it would upset parents. But the lack of a decision has damaged the prospect of a proper comprehensive education for working-class children," he said.

John Poole: action needed

Picture: The Teacher

Rumours of possible school closures had been circulating for years and parents, fearful that their children's education would be later disrupted, had been "voting with their feet" and sending them to schools outside the borough. One in five Brent children were now educated this way.

Mr Poole said that teachers backed amalgamations rather than closures for both educational and trade union reasons. Mergers made it possible to retain the best features of the schools involved, to ease the difficulties children faced when changing schools, and to protect jobs.

"We would hope that the authority would staff schools generously in the interim period to allow a smooth transition to a new set up.

"If we did nothing and the authority were to apply its teacher staffing formula strictly, there could be 160 jobs on the line. If it goes for amalgamations there could be substantially fewer than that."

New proposals based on these ... were due to be put to a special council meeting yesterday. The authority is aiming to submit reorganization plans to the Department of Education by July in the hope of implementing them in September next year.

But the latest review has been sharply attacked by the Labour group, which accuses the Conservatives of reopening old wounds.

Mr Martin Coleman, Labour leader, said: "The borough last year engaged in a widespread consultation exercise on this issue. Hundreds of replies were received and plans agreed. These included an inquiry into education in Brent by outside experts, the development of community schools and a reduction in overcrowding in some Brent schools."

"All agreed that what the schools required more than anything else was stability after the uncertainties of the previous few years. The Tory plan will give us at least three years of chaos with the inevitable result that parents will send their children to out-borough schools rather than risk Tory financial experiments."

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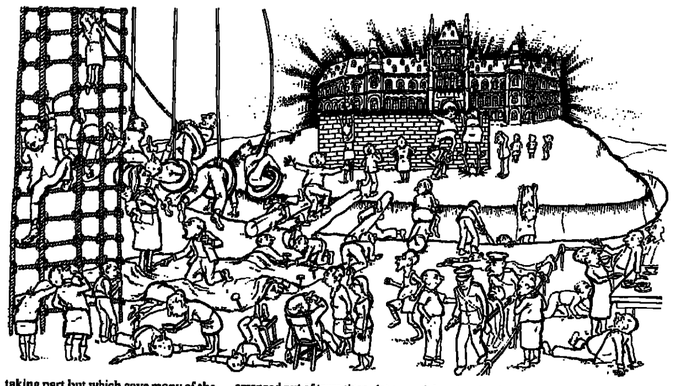
A little freedom with a new outlook

Biddy Passmore visits a gruelling 'pre-selection' course for adults chasing university entrance qualifications



"Most of them have got the heroin in their veins," said the assistant registrar of Warwick University.

No, this was not another seminar on drug abuse. It was a short residential course at the university for mature students and the heroin in question was education.

It was fortunate the drug was benign, as the students were most certainly hooked. Throughout a gruelling two days of lectures and seminars, their interest never flagged and their only demand was for more. Some were even heard regretting that the disco arranged for their entertainment on Friday night was not another seminar.

Such enthusiasm will be familiar to anyone who has taught mature students. After years spent in the hopelessness of a dead end job or the nerve-fraying isolation of rearing small children, books and new ideas are devoured with a greed that would be the answer to a teacher's prayer in many secondary schools. But the enthusiasm is all the greater on a residential course, away from domestic duties and distractions. The participants at Warwick were staying in study bedrooms on campus, just like real students. Well, they would have been like real students if they hadn't been talking about work.

These two days at the university were an experimental feature of a one-year "open access" course which is being run at two local colleges, Tile Hill in Coventry and North Warwickshire in Nuneaton. Their aim is to bring mature people with qualifications ranging from nil to two rather dust-laden A levels up to the standard of study skills required for higher education. They were joined by a group from the Mid-Warwickshire College at Leamington Spa who were taking a more conventional path to higher education – A levels.

About 40 out of a possible 60 had come, mostly women in their mid to late 30s with young children, many of them single parents. Some were slightly nervous. "I sort of feel a little bit of freedom might be dangerous", said one woman who hadn't spent a night away from her husband and children since 1976.

Not only were they dangerously free, there was a fair bit of consciousness-raising going on as well. The theme of the two-day course was "Women, The Family and Society", a subject which appeared to have deterred most of the male students from taking part but which gave many of the women a new way of looking at things. "Just you wait till I get home tomorrow," one muttered, conjuring up an alarming picture of husband-beating in Leamington Spa.

From Dr Paulina Palmer's run-down on Women in Contemporary Fiction to Professor Meg Stacey's predictions about The Future for Women and the Family (the nuclear family was a bit of a myth and other arrangements might be better anyway) there was much to challenge the way many of them lived.

But the students warmed particularly to a virtuoso performance by Dr Tom Winnifrith who, in a lecture entitled "Death of Australia: the Fallen Woman in Nineteenth-Century Fiction", spoke up for old-fashioned values – in fiction, at least. For Dr Winnifrith, from his wild, shambolic exterior to his witty, impetuous delivery, is the kind of star teacher students dream of and all too rarely get. "People pay good money for the theatre to see that," as one appreciative member of his audience remarked.

Because the course had to be arranged out of term time, (at a special bargain price of £15 a head) there was not much chance for the participants to rub shoulders with university students. But the Mature Students Society had laid on a disco and about a dozen members of it were there to reveal what it was really like to be one of the aged minority over 21.

One middle-aged woman who lived on campus admitted it was quite hard to mix in. But Arthur, 57-year-old president of the society and a former production engineer turned sociologist, was a completely satisfied customer. "I wanted to find out what it was all about," he said. "I thought university was the best place. And I found out."

'If they can't cope with us, they can't cope with the universities'

Few problems would deter the tough nuts who survive an Open Access course. Although the courses are broad and do not cover as much ground in individual subjects as A levels, the weekly pace is gruelling and teaching methods imitate those they will find in higher education. Each student has 18 hours of lectures and seminars a week (by one of those quirks which is best left unexplored, this counts as full-time with the Department of Education and Science and part-time with the Department of Health and Social Services, so students can, and some do, support themselves on supplementary benefit).

The course covers seven areas, including four hours a week of maths and two of study skills, with the rest of the emphasis on literature and social studies. Students have Wednesday afternoon off and can use the university library. Sixty per cent of the final marks awarded to students are based on exams and 40 per cent on continuous assessment, including a 3,000-word essay.

The first course was started up three years ago by Noel Harte, a lecturer at Tile Hill and himself a former mature student at Warwick. Others collaborating in the venture were Gordon Lawrence, Warwick's professor of education, David Warner, assistant registrar responsible for mature students, Oliver Furley, dean of social studies at Coventry Polytechnic. They thought specially designed course would better suited to the needs of ma students than A levels.

Although they all stress that course was not designed to pro students for Warwick University Coventry Polytechnic, the first p of students not unnaturally focuse those two institutions. Of the first to complete the Tile Hill course, started degree courses and six of went to Warwick or Coventry, wh seventh heading off to Ol Polytechnic.

Now they are branching out, dents now have conditional offe Essex, York, Birmingham and la ter universities and one was i viewed by Oxford University. O are normally conditional on four dits (more than 60 per cent) in fou of seven subjects.

Demand has grown: there was applications for the 24 places at Hill this year. While most of students are housewives, they include a former head-girl with formal qualifications (she got them view at Oxford University), an Royal Marine and former bodyg to the Sheikh of Oman and a 21-y old from High Wycombe who sai course advertised in her local li library and moved to Coventry follow it. Only two out of the tw who started the course have drop out.

North Warwickshire College now followed Tile Hill's lead, star up its own course on the same lines autumn. Tile Hill has also established business studies open access cou with a high mathematical content plans to start a two-year science cou this autumn. There is talk that Sto may join in soon. Open access booming.

But ironically, as David Wat points out, it is taking off just as number of places is contracting, pressures are forcing more and m universities and polytechnics into blind race for the best A level scor "These mature students face the fi test competition for entry to high education ever," he said.

If they can get a place, howev they stand a good chance of doing w "We're doing the university polytechnic a service," Noel comments. "If they can't cope with they certainly can't cope with the

10% offered no grants to keep pupils at school

by Biddy Passmore

One in ten local education authorities spent nothing at all on grants to encourage 16-year-olds to stay on at school last year.

Statistics released by the Department of Education and Science show that the frugal councils were the London borough of Sutton, the metropolitan districts of Dudley, Sandwell, Solihull, Salford, Trafford and Leeds, and the counties of Cheshire, Kent, Oxfordshire and Warwickshire. They spent nothing on educational maintenance allowances (EMAs) in 1982–83.

It is hard to establish if the absence of financial help had any effect on the number of pupils staying on full-time at school or college, chiefly because most of those councils cover relatively prosperous areas, where children receive encouragement from home.

Of the 11, the council contending with the worst socio-economic problems, according to the DES analysis published in 1982, is Sandwell. Its staying-on rate in 1982-83 was lower than in other equally deprived authorities but, at 38.2 per cent of 16-year-olds, not the lowest.

The lowest rate was in Liverpool, where only 35.1 per cent of 16-year-olds stayed on at school or college, with the record in Oldham, Newcastle and Durham only marginally better. The East Anglian counties of Norfolk and Suffolk also scored worse than other shire counties, with 39 per cent of Norfolk's 16-year-olds and 39.6 per cent of Suffolk's staying on compared with 51.7 per cent in Cornwall and Northamptonshire.

The authority with the highest proportion of 16-year-olds continuing their studies was the Isle of Wight (65.3 per cent), followed by the London borough of Barnet (60.7 per cent). But the highest proportion of studious 17-year-olds was to be found in the London borough of Bexley, with 45.9 per cent, followed by Barnet with 42 per cent.

At the other end of the scale, only 17.9 per cent of the 17-year-olds in Gateshead were still at school or college and the proportion in Barnsley (19.8 per cent), the London borough of Barking (20 per cent) and Knowsley (20.2 per cent) was not much higher. Among the counties, Suffolk had the lowest participation rate among 17-year-olds: only 21.5 per cent were still in full-time education in 1982-83.

● The chances of a working-class child going to university have not changed since the 1930s and are getting worse, the Inner London Education Authority has pointed out to the University Grants Committee.

In its response to the committee's questionnaire about the future of higher education, the authority urges the universities to seize the chance given by falling numbers of 18-year-olds and open their doors to more students from the working class and other groups under-represented in higher education.

The letter by Mr Neil Fletcher, chairman of the authority's further and higher education subcommittee, urges: "There should, at the very minimum, be no reduction in places".

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UK/US SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers with an interest in effecting the exchange of a party of ten pupils and one teacher with a high school in the United States for four weeks.

It is envisaged that accommodation will be provided by host families and that the participating schools will provide a varied programme in and out of school.

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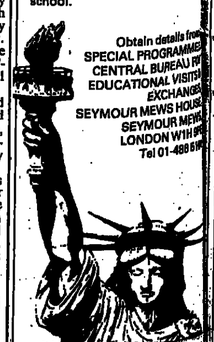

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Isobel Raphael, head of classics at the City of London School for Girls, to be head of Channing School, north London.

Mr David Garvie, deputy head of St Mary's Church of England comprehensive, Hendon, head designate of Westminster City Church of England comprehensive.

Mrs Irmela Stevens, deputy head of Welshpool High School, Powys, to be head of the Weald of Kent grammar school for girls, Tonbridge, Kent.

COLLEGE APPOINTMENT

Mr Anthony Marshall, head of resources at the Wirral Metropolitan College, to be principal of Bournemouth and Poole College of Art and Design.

UNIVERSITY APPOINTMENT

Mr David Morgan, senior lecturer in sociology and social anthropology at the University of Kent at Canterbury, to be Dean of the Faculty of Social Sciences.

Fred Evans

ADMINISTRATIVE APPOINTMENTS

The new county education officer for North Yorkshire is to be Mr Fred Evans, at present director of educational services for Kirklees Metropolitan District Council in West Yorkshire. Mr Evans, 43, succeeds Dr Edwin Owens who retires at the end of July.

Miss Joan Cooper, honorary visiting research fellow at the University of Sussex, to be chairman of the new Central Council for Education and Training in Social Work.

Mrs Wendy Izod, adviser (salaries and conditions of employment) for the Hotel Catering and Institutional Management Association, to be secretary to the National Association of School Meals Organizers.

Mr David Garforth to be director of a new Dorset county assessment and profiling unit.

Mr J Lockhart Whiteford, who retired from the rectorship of the High School, Stirling in October 1982, to be honorary secretary (Scotland) of the Council for Education in World Citizenship.

PRIZEWINNERS

Clapham College has won the Analyst 84 Chemistry Competition organized by the Polytechnic of North London's School of Chemistry. The problem, which involved analysing water samples in controlled laboratory conditions, was set by Thames Water.

CONFERENCES...

June 14
Institute of Health Education one-day conference/workshop on *Using Microcomputers in School Health Education* at the Northampton Education Centre. Details from Mr Mike Gibson, St Mary's Middle School, Grange Road, Northampton.

June 16
Association for Liberal Education one-day conference on *Education in YTS* at Paddington College, London W2. Details from Ian Cameron, 83 Willoughby Road, Langley, Slough, Berks SL3 8JG.

June 26
Mental Handicap Week conference on *Special Needs – Special People* at the Royal Festival Hall, London SE1 from 9.15 am to 4.15 pm. Mr Brian Rix will chair the morning session. Details from MENCAP, 123 Golden Lane, London EC1.

July 6–8
The Association for the Psychiatric Study of Adolescents conference will be held at the University of Exeter. A multidisciplinary format of plenary and workshop sessions will explore the conference themes of dependency, separation and autofilomy... Details from Dr Richard Williams, Department of Family Psychiatry, Bristol Royal Hospital for Sick Children, Saint Michael's Hill, Bristol BS2 1BJ. The closing date for applications is June 4.

August 28–31
The Sixth International Conference on Higher Education will be held by the Institute for Research and Development in Post-Compulsory Education at the University of Lancaster. The theme is *Aims and Processes in the Electronic Age*. Details from Del Hounsell, director, Sixth International Conference on Higher Education, The University of Lancaster, Lancaster LA1 4YL.

September 11–13
Sixth International Home Economics Research Conference at Liverpool Polytechnic. Details from Mrs F. Hadley, Home Economics Department, F.L. Calder Campus, Dowsefield Lane, Liverpool L18 3JJ.

October 5–9
International Perspectives on Environmental Education: Issues and Actions – an international conference to be held at Banff, Alberta Canada and organized by the National Association for Environmental Education, Ohio. Details from Dr William Stapp, School of Natural Resources, the University of Michigan, Ann Arbor, Michigan, United States.

EVENTS...

May 21–25
Makespace: towards understanding architecture a series of workshop projects for schoolchildren during the Royal Institute of British Architects' Open House week from Monday May 21 from 10a.m. to 2p.m. at 66 Portland Place, London W1. Up to 32 children aged 8 to 16 will work in small groups, each advised and directed by two architects, to design and construct an environment. Further details: the RIBA Events Office, (Tel: 01 580 5533 ext 226.)

May 30 – June 2
Battersea Arts Centre is running a four-day session for 9 to 11-year-olds, culminating in a performance on Saturday afternoon at 1 pm. There will be opportunities for acting, singing and prop-making with the Arts Centre's actors, musicians and artists. Cost: £2 for the 4 days. Details from Phylida Shaw on 01 223 6557 – all participants will be seen in advance.

June 8
Events for under five-year-olds on the South Bank Terraces: pirate boat trips, musical playground, dressing up, babybounce and softroom area and more from 10.30 am to 4 pm. At the same time, the sponsors of the event, Equality for Children, will hold a conference in the Purcell Room on South Bank for parents and professionals involved in child care. Details from Kidsline, 44 Earlham Street, London WC2.

June 12, 13 and 14
The Royal Institution Schools lecture for fourth forms on *Sound Science* will be given by Professor D. Phillips at 5.30 pm at the Royal Institution, 21 Albermarle Street, London W1. Details from the Lectures Secretary.

June 15
Handwriting study day at Woodlands Education Centre, Chorley, organized by the National Handwriting Study Group and the Division of Pre-Service Education at Edge Hill College of Higher Education. Sessions will focus on aspects of handwriting models, remedial programmes for children with handwriting difficulties, preparing pupils for the demands of writing in secondary schools and current research. Details from Mrs Mary Hague, Edge Hill College of Higher Education, St Helen's Road, Ormskirk L39 4QP.

Needlecraft
Gawthorpe Hall, a Jacobean mansion in Lancashire, is now administered by Nelson and Colne College. The Hall houses the Rachel Kay-Shuttleworth collection of embroidery, lace and costume, ranging from the Elizabethan period to the present. The Creative Needlecraft Association, which is based at the Hall, holds weekend study courses for teachers, lecturers and advisers. A general brochure describing these and other activities is available from Gawthorpe Hall, Padiham, Burnley, Lancashire BB12 8UA.

RECENT PUBLICATIONS...

The Adult Literacy and Basic Skills Unit has published a booklet for craft lecturers in further education whose students have difficulties with reading, writing or calculation. Using examples from catering, construction and hairdressing, it suggests ways of helping students improve their skills in the context of the course.

Available from the ALBSU, Kingsbourne House, 229–231 High Holborn, London WC1V 7DA, price £1.20, postage 30p.

Community Schools: Claims and Performance outlines research into community schools of interest to adult educators and school teachers. The school as a cultural centre, community development and social action, meeting needs, the community curriculum and participative management are the main areas of concern. The study, by John Wallis and Graham Mee, is available price £4 including postage from the Publication Unit, Department of Adult Education, University of Nottingham, Cherry Tree Buildings, C Block, University Park, Nottingham NG7 2RD.

Expenditure on Teaching Materials: Schoolbooks, Equipment and Stationery – a report by the British Educational Equipment Association and the Educational Publishers Council which compares expenditure on teaching materials between 1978–79 and 1982–83. It shows that 51 l.e.a.s have cut allowances to primary pupils and 70 have cut those to secondary pupils and describes variations in individual spending. Inquiries to the Director, BEEA, Sunley House, 10 Gunthorpe Street, London E1 7RW.

INFORMATION WANTED...

Multicultural education
The head of the faculty of communication studies at Stoke High School, Ipswich, is producing a multicultural awareness package for use in in-service training for teachers working in mainly urban secondary schools. He would like to hear from readers with experience or interest in the field. Please write to F H Mikdadi, Stoke High School, Maidenhall Approach, Ipswich IP2 8DL.

Athletics
The London Schools Athletic Association would like to contact the following ex-officers of the Association: Mr Watson, Mr A Weaver, Miss C Phillips, Mr J Palmer, Miss B Goldsmith, Mr N Caves, Mr G Chaffey, and Miss A Abra. Please write to Mr T Conway, Honorary Secretary, 61 Trinity Rise, Tulse Hill, London SW2

Compiled by Mary Cruickshank

The truth about...

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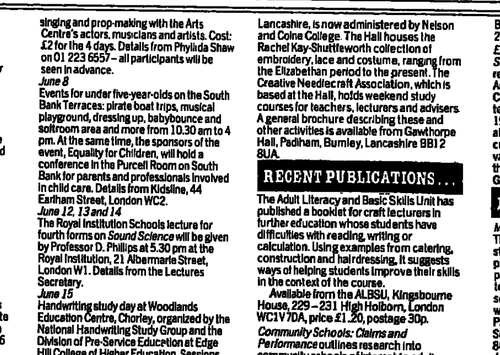

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After 10 years of wavering and false starts the Government this week told the schools and colleges what it wants them to do for the New Sixth-Formers and their equivalent in further education.

They have been sent the definitive plan for a new 17-plus national certificate based on a year of "vocational exploration" and broad general education. The courses are to be aimed at the estimated 100,000 16-year-olds who are unlikely to shine in A levels and are not ready to take any of the existing straight vocational courses.

The Education Secretary has given his blessing to the proposals which do not come from the Department of Education and Science, but, rather, have been prepared by the Joint Board for Pre-Vocational Education, a group of the major further education bodies to which he has given the job of devising and running the new certificate.

The proposals (which Sir Keith Joseph admitted he had not yet read), sent out as a 60-page consultative document, are based largely on the pre-vocational courses being offered to schools and colleges by the board's constituent bodies, which are already this year being used as the curricula for an interim national 17-plus.

Some 40,000 youngsters, nearly two-thirds of them in sixth-forms, are expected to get the interim certificate this summer.

Sir Keith has promised that some money – between £500,000 and £1m – will be available for pilot programmes of staff development to be run by the FEU during the next few years. But he was silent about what extra money, if any, will be provided to the schools and colleges to enable them to run the practical courses which are a key part of the new certificate curriculum.

Two years ago, when he put forward DES-prepared proposals for a 17-plus which were subsequently dropped, he said that the speed at which they could be implemented might depend on the availability of money to run these practical courses.

The joint board is, in effect, asking the schools whether they think they can afford to run the new courses. It wants them to say whether this can be done by redeploying some of the existing staff and facilities.

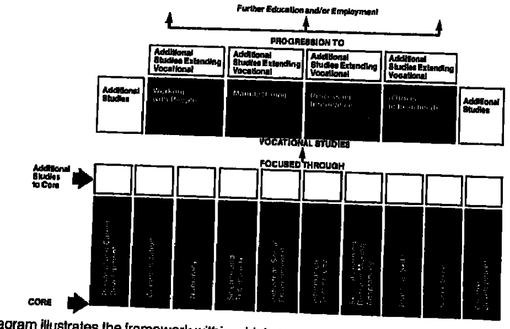
Some of the board's members are pointing that the schools and colleges offering courses year under the interim arrangements appear doing this without any extra money.

But they admit that these establishments likely to be the ones which already have technical education facilities and that which until now have concentrated on acade studies may be in some difficulty.

In fact, the board is likely to try to be fl accommodating to schools in this position. It will be able to steer clear to begin with of cour involving manufacturing skills and instead l their work-orientated studies on, for instan some kind of simulated business experience running a Young Enterprise company.

THE CPVE FRAMEWORK

Appendix D Course Organisation for the CPVE



The diagram illustrates the framework within which programmes will be developed.
Note: The Vocational Studies areas are for illustration only. The basis for defining those has yet to be decided.

17-plus will now aim at wider range of pupils

by Mark Jackson

The new 17-plus certificate – one of the most debated and re-hashed qualifications ever to be offered to the schools – is finally to be introduced in a rush. Schools and colleges throughout the country are being asked to get their comments on the proposals in before the end of the summer term so that the new courses can start running from September of next year.

The invitation is contained in the consultative document *The Certificate of Pre-vocational Education*, a copy of which went to every secondary school and FE college in England and Wales this week.

The document does not set out to offer a curriculum but a flexible framework "that will permit the development of courses that are demonstrably relevant to the needs of young people as emerging adults and prospective employees".

The courses will make up a year of full-time studies – although the board is asking whether they should also be available to part-time students – which will lead to the award of a national certificate.

The provisional title is the Certificate of Pre-Vocational Education, but the board is considering calling it the Career Foundation Award.

Schools and colleges will be able either to use off-the-shelf syllabuses and assessments offered by the board or to design their own to meet its criteria. They will also be able to work out packages based partly on the board-designed courses.

But whichever method is used, a programme will have to be offered to every young person which, through study and "related activity", enables vocational interests to be explored either broadly across a wide area or concentrated on a narrower sector, develops competences which can be applied to jobs and adult life, and extends general education.

The programmes will have to include:

- A balance of core, vocational, and additional studies;
- Learning through practical experience;
- Planned work experience;
- Careers education, guidance, and support;
- The involvement of young people in the planning, organizing and assessment of their learning.

Ten areas are proposed for a common core: personal and career development; communication; numeracy; science and technology; industrial, social, and economic studies; information technology; skills for learning, decision-making, and adaptability; practical skills; social skills; and creative development.

The board says that vocational studies are included because they provide relevance and motivation, a focus for developing core and broad vocational skills, and a basis for progression in adult life employment or further education and training.

The additional studies will have to be provided in every course, although the students will not be forced to take them: the document makes it plain that these additional studies can be O or A levels, or other qualifications, but need not be.

"The additional studies will reflect the personal interests and needs of the young individual" says the consultative document, and adds that they may be an extension of the core and vocational elements, or be associated with the arts, sport, community, or group activities.

The additional studies, whether or not they lead to formal qualifications, will be recorded on the certificate.

The board stresses that the course will use a "vocational focus" rather than job-specific training. It distinguishes between two phases – orientation to help choose an occupational field and exploration of that field to developing competences applicable to a range of occupations within it, or to education and training programmes.

Sir Edwin Nixon

Orientation will involve experience within two or more vocational "clusters".

The programmes, says the board, should be based on the needs, resources and interests of the participants and involve activity-based experiences such as assignments. It says that real or simulated work experience involving the cooperation of employers is particularly important.

The board will set standards for the certificate in consultation with industry and with the education and training services "as appropriate".

The board will prepare guide schemes and offer a complete assessment service with a mixture of externally set and marked assessments and locally-organized ones. For the key areas which will qualify youngsters for progression to more advanced courses, assessment will be to recognized national standards.

Continued opposite page

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Views on CPVE sought this term

Teachers warned this week that the success of the proposed new 17-plus hinges on whether schools are allowed to employ enough teachers with the experience and training to handle the new-look courses with their strong vocational and technical bias.

Mr Gordon Donaldson, a member of the 14–19 working party of the National Union of Teachers, who has followed the exam's laborious progress over the past few years, said that staffing levels would largely determine whether it becomes firmly established in schools.

"There are big resource implications if we are to move into this area properly. The big question is will we have enough people properly trained to teach these new courses?"

Mr Donaldson said that falling rolls presented schools with the ideal climate in which to take on additional demands of the kind typified by the 17-plus. They released classroom and laboratory space that could be put to new uses and they created a surplus of teachers who, resources permitting, could be switched to these new areas of demand.

The problem was that the Government was intent on forcing school staffing levels down in line with falling numbers of pupils.

"Schools should be able to answer these additional demands by employing marginally more teachers per pupil," he said.

Some retraining would also be needed although, with vocational courses such as those run by City and Guilds, the Royal Society of Arts and the Business and Technician Education Council now well established in schools, much of the know-how for launching the 17-plus was already available in schools, Mr Donaldson added.

Questions of resources aside, he predicted that schools would back the new courses. "They will be welcome because with the catastrophic fall in employment the whole credibility of CSE followed by CEE (the Certificate of Extended Education) has evaporated because the kids don't get jobs at the end.

"Although these courses don't guarantee jobs, there is a groundswell of opinion that the final years of school must be more vocationally orientated to give a better chance in the jobs market."

The 17-plus was a "bridge" between school and work, he said.

This point was also made by Mr John Swallow, president of the National Association of Head Teachers, who, mindful of disagreement over what the new exam should be called, has dubbed it SWOP – school to work orientation phase.

"We want the new examination to be a bridge, part of a transition process so that we can end the idea that everything done in school is wrong. We need a bridge between pure and applied education."

Mr Swallow said that the new exam had to be seen in context. "It must also be seen and understood as part of a coherent pattern of provision for 16 to 19-year-olds, helping to build up equality of esteem for all routes above 16-plus.

"This exam could indeed encourage a real partnership between what happens in schools and what happens when schooling is over."

The proposals drew support from Mr Jack Mansell, chief officer of the Further Education Curriculum Review and Development Unit, the body that laid the groundwork for the new proposals with its document *A Basis for Choice* published in 1979.

The proposals added up to a curriculum package, he said, and it was important to stand by this principle and not allow a drift towards a single subject approach.

He approved of the joint board's decision to widen the target group to take in youngsters of all abilities.

"The wider ability range is a good idea. It's already been adopted by the TVEI and YTS – which are all part of transition education – and for the education system to come up with a more restricted approach would be ridiculous."

Nick Wood seeks out reaction to the proposed new 17-plus

Quality of staff seen as key to certificate's success

Jack Mansell

John Swallow

NEWS

ILEA throws open 30 jobs in pilot sharing scheme

by Hilary Wilce

Thirty teaching jobs in inner London are to be thrown open for job sharing from next autumn, despite protests from the capital's largest teacher grouping that the scheme "completely ignores" their views.

The Inner London Education Authority announced this week a pilot job-share scheme splitting up to 30 posts. Heads, deputy heads and senior pastoral posts are to be excluded, but all other primary and secondary teachers are eligible for the scheme.

The authority said it had drawn up a broad code of practice with the teacher associations and would be establishing a job-share register.

However, Mr Richard Rieser, general secretary of the Inner London Teachers' Association, said no agreement had been reached. "They have completely ignored our views and pushed it through the various sub-committees" he said.

The association wanted additional money to be made available for paid overlap time. "Thirty thousand pounds is all this would cost out of a budget of £920m. They could have quite easily found it if they had wanted to. The fact they didn't shows they just want to do it on the cheap."

ILTA is asking for an urgent meeting with Mrs Frances Morrell, leader of the ILEA, and would-be job-sharers are planning to lobby County Hall next Tuesday.

The only concession the authority had made to teachers' views, Mr Rieser said, was agreeing that senior pastoral posts might be open to job sharing, subject to negotiation.

A single teaching job-share was established in London two years ago, and all administrative jobs in the authority are now open for job-sharing as part of the ILEA's equal opportunities policy. But job-sharing for teachers is to be introduced on a limited basis only, in order to monitor practical difficulties.

A spokesman for the authority said the pilot scheme was designed to iron out the "what happens if" questions.

One such question that had already been raised, he said, is what happens if one half of a partnership in a shortage subject leaves and can only be replaced by a full-time appointment?

So far about 50 London teachers have said they are interested in job-sharing.

Mr Barrie Stead, chair of the schools sub-committee, said: "Job-sharing could be particularly attractive to women teachers wishing to resume or continue their careers after having children and to partners wanting to share their domestic commitments. I hope that the pilot scheme will iron out the practical problems posed by job-sharing so that we can in due course open the opportunities more widely."

All posts in further education in inner London, up to the level of principal lecturer, are to be opened to job-sharing. And the ILEA's five polytechnics and other aided institutions are being recommended to adopt the sharing scheme.

No pilot scheme is thought necessary because of a long-standing tradition of having part-time salaried posts in further education, some of which are already filled under conditions similar to those of job-sharers.

A recent survey of teacher job-sharers in Sheffield showed that most were working smoothly, although problems of consultation had arisen.

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OVERSEAS

Strike secures big rise

FINLAND

Donald Fields on the settlement of a pay claim

Finnish comprehensive school teachers resumed work on May 2 after a month-long strike that spread to affect 9,000 of the 45,000 members of the national union, the OAJ, keeping 150,000 children at home. (*TES* April 13).

The three-year formula devised by a government mediator and accepted by the OAJ and the local authorities that employ the teachers, gives pay increases well above the centralized, two-year deal endorsed in March by most blue-collar and clerical unions in Finland.

But as a result of some fiscal juggling designed to assist the harassed principal paymaster – the State – most of the benefit is deferred until the latter part of the period and is tied to a reform of the school syllabus that will entail extra work in the classroom.

Nevertheless, OAJ officials deemed the strike, which cost about Fm1m (£125,000) a day and attracted widespread public sympathy, a success. Because of technicalities it is hard to give percentage figures, but it appears that starting scales will rise by 15–20 per cent with a substantial boost for more senior staff.

Under the agreement the teachers and their pupils will not have to turn out during the long summer holiday or on termtime Saturdays to compensate for days of instruction lost during the strike, as some stern pedagogues suggested.

The end of the action paved the way for settlements covering other striking unions, including one of play-school teachers, belonging to the professional umbrella organization, Akava, which claims its members' purchasing power has slumped by 17 per cent since 1970 against a 24 per cent increase for manual workers.

Israelis launch hi-tech drive

The Education Ministry in Jerusalem has launched a campaign to attract more girls to join technological streams and studies in the high schools. Personal letters were sent out to girls graduating from elementary school, at about the age of 14, and to their parents recommending that they take up electronics, electrical and computer studies.

Mr Meir Avigad, head of technological education at the ministry, said that girls could study technological subjects on a par with boys as these required no inordinate physical strength.

During the past two years, Mr Avigad said, some 2,000 girls have gone in for the technological subjects in high school. But this had failed to meet the country's needs, he said.

Girls to be given higher priority in Europe

Anne Good examines proposals to promote equality

Positive action for girls is likely to be brought to the forefront of EEC discussions on education during the second half of 1984.

With Ireland due to take over presidency of the EEC Council of Ministers from France next June, preparatory talks are going on between its Government and the European Commission to plan a work programme and decide priorities. During a meeting with Mr Ivor Richard, the Social Affairs Commissioner, at the end of March, Ms Gemma Hussey, Irish Education Minister, said that she would be putting proposals for EEC measures on girls' education back on the negotiating table.

The idea of Community action to ensure girls are treated equally in education is not a new one. As far back as 1975 the Commission proposed including education in a Community law on equal treatment for women and men. Believing that, if women were to have equal opportunities with men, girls must get equal education, the Commission wanted to end discrimination in access to education and in career guidance.

But some member countries, especially Denmark, are adamant that the Community cannot get involved in education policy. So the equal treatment law, which was eventually approved in 1976, covered vocational training but not education. However, in February 1976, education ministers of the Nine declared that equality in education was essential "if equal opportunity is to be achieved in society".

Despite this lipservice on the part of the Council, continued efforts by the Commission to include education as an integral part of equality policy did not meet with any greater success. In 1980 the Council agreed to plans for EEC-backed work on sex-role stereotyping in school books, on setting up specific programmes to encourage girls to consider a broader range of careers, on comparing the effects on single-sex and coeducation, and on investigating the role of the mass media. But implementation of these plans, too, was blocked by some member countries and they never came to fruition.

By the end of 1981, when a Community action programme on equality for 1982–1985 was finalized, the Commission seemed to have lost heart. As Parliament commented, the programme made "no more than a tentative reference to the education of women by suggesting that the necessary action should be taken by the member states".

Yet the problem is acute. Continued discussion of "youth unemployment" in Europe sometimes masks the fact that young girls have been particularly hit by the crisis. Recent EEC statistics reveal that one out of every two unemployed women in the Community is aged under 25 years. The corresponding figure for men is one out of three.

Where Community action in education has been agreed, such as EEC-funded pilot projects on the transition from school to working life, programmes on new technology in education and on migrant's education, some efforts have been made to ensure that girls benefit equally. But these do not come to grips with the real issue: that women's inferior position in the labour market has some of its roots in girls' education.

It is not yet clear if Ms Hussey intends simply to resubmit the proposals which have been put to one side, or whether she will come up with a new programme in line with the more urgent needs of the mid-1980s.

Meanwhile, the Commission and Council are under some pressure from the European Parliament to improve girls' education. In a resolution on the situation of women passed last January, Parliament called for "joint measures to achieve full equality of opportunity in education".

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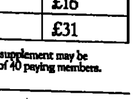

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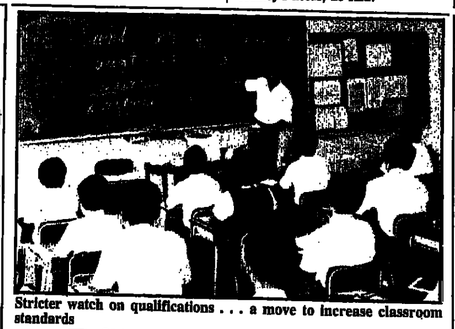

Stricter watch on qualifications . . . a move to increase classroom standards

Bill sets out to fold up the 'paper teachers'

JAPAN

Barbara Casassus looks at proposals to change training

A plan to tighten up teaching qualifications will soon be presented to the Japanese Parliament.

The proposals, which would constitute the first important revision to the 1949 Teachers Licence Law, would increase the number of academic credits required to qualify and extend teaching practice periods.

They would also increase the number of classes of teaching certificate for each level of school education (elementary, lower secondary and upper secondary) from two to three. Masters degree holders would be eligible for the top grade certificate, first degree holders the second grade, and two-year junior college graduates the third.

The measures are a response to public criticism of the ease with which licences are granted and the growth in the number of "paper teachers", who have no intention of using their qualifications. According to the latest Ministry of Education figures, of the 219,138 graduates awarded certificates for elementary, lower secondary and upper secondary levels in March 1982, only 25,028 or 11.4 per cent took up teaching posts.

However, opposition to the ruling Liberal Democratic Party's plan from the Japan Socialist Party and influential left-wing Japan Teachers' Union (*Nikkyoso*) suggests the passage of the Bill might not be smooth.

The *Nikkyoso* claims the increase in credits would overload teachers and students, that teacher unity would be impaired by more rigid stratification and that promotion would be harder to obtain. Under the present regulations, teachers may be promoted after 15 years' service, without acquiring further academic credits. Under the new scheme, however, years of service would only partially cover the extra credit requirements.

The extension of teaching practice periods from four to eight weeks for nursery and elementary student teachers and from two to six weeks for lower and upper secondary is also strongly contested.

Already teachers complain that classroom routine is hampered by the student teacher. As a result, student teachers have a difficult task finding institutions to accept them and invariably return to their old schools.

The *Nikkyoso* is now collecting signatures of parents and teachers opposed to the proposals and will discuss with local union officials whether to call a strike during the Diet debate on the Bill. The Bill contains no provisions for salary scales for the three classes of certificate – teachers earn 16 per cent more on average than civil servants – and for the grades entitling holders to obtain posts as school principals and deputies; the first question would be settled by the ministry in consultation with the National Personnel Authority, which sets civil servants' pay, and the second by the ministry.

Courses now designated for first-class certificates would automatically qualify for second grade under the new system, but ministry approval would have to be sought for top grade.

In an effort to improve teaching standards, three universities of teacher education have been established in the past four years to offer undergraduate and postgraduate programmes and to promote school education research.

The ministry plans to increase the number of teachers in compulsory schools (elementary and lower secondary) by 82,000 between 1980 and 1991 and reduce the maximum class size from 45 to 40. The number of upper secondary teachers is to be increased by 10,000, not to reduce class sizes, but to allow further streaming, especially in English and maths.

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OVERSEAS

Trying to kick the habit of using undercover agents

UNITED STATES

Peter David on the pros and cons of new police methods of trapping school drug dealers

American schools are allowing police undercover agents to pose as high school pupils in order to track down children who sell illicit drugs to their classmates. But although the operations have been technically successful – hundreds of pupils who deal in drugs have been trapped and expelled – they have raised troubling questions about the preservation of privacy within the education system.

National surveys suggest that one in twenty high school students takes marijuana every day, and one in six takes cocaine. In the case of marijuana, use has declined since the 1970s, but continues to worry parents and teachers. The schools have tried to counter drug abuse by alerting children to the alleged health hazards, but undercover operations have had a more immediate deterrent effect.

In Cincinnati, for example, more than 50 pupils were recently arrested and charged with trying to sell drugs to narcotics agents posing as fellow pupils. A similar operation in San Diego schools last January netted more than 130 pupils who, police claimed, intended to sell marijuana. School officials in both cases said one of the aims of the operations had been to alert parents and teachers to the prevalence of drug-taking.

But the undercover approach has generated considerable alarm among teachers. In one case, teachers brought an unsuccessful legal action alleging that the presence of undercover police officers in their classrooms had a potentially "chilling effect" on free speech.

The use of undercover agents is only the latest wrinkle in a growing debate about the ability of schools to respect pupils' right to privacy. One issue, the power of teachers to search children suspected of selling or possessing drugs, has already gone all the way to the Supreme Court.

The case began four years ago when a New Jersey high school teacher caught two girls smoking in a bathroom. When one of them, a 14-year-old, insisted to school authorities that she had not been smoking, her handbag was searched. It turned out to contain marijuana as well as cigarettes, together with documents suggesting that the girl was selling drugs.

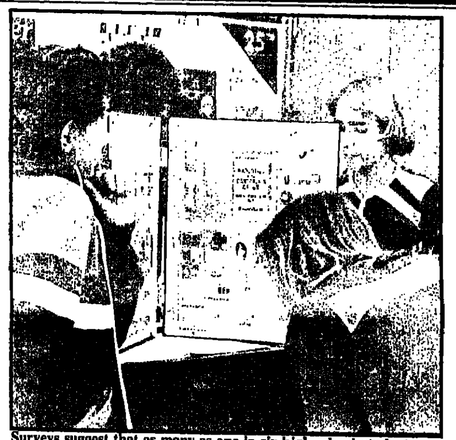
A fair cop? Not according to lawyers representing the girl. They told the Supreme Court recently that the search violated the so-called exclusionary rule contained in the Fourth Amendment of the Constitution. The rule is intended to protect citizens from "unreasonable searches" by government employees.

New Jersey's supreme court agreed, holding that teachers, as public employees acting under state authority, should be constrained by the exclusionary rule. The National Schools Board Association and the state government have asked the Supreme Court to overrule the New Jersey decision on the grounds that it will prevent teachers from maintaining discipline in the schools.

Meanwhile, the privacy issue has cropped up in an even more complex form as the result of anxiety by some parents about the danger of schools trying to indoctrinate children politically or intruding on their private political and moral beliefs.

The parents want the Department of Education to enact strict regulations limiting the right of teachers to ask pupils for certain kinds of information. No pupil, for example, would be compelled to participate in any test designed to determine his or her political affiliation, sexual attitudes, or information about family income.

Impetus for the proposal has come largely from conservative groups suspicious of experimental approaches to teaching such as role-playing or discussions of values. Mrs Phyllis Schlafly, president of the right-wing Eagle Forum, complained recently that some teachers saw schools as a chance to subject children to psychiatric treatment, probe into private family matters or enforce changes in children's religious and moral attitudes.



Surveys suggest that as many as one in six high school students are cocaine users.

Victoria not amused by its staying-on rate

AUSTRALIA

Luis Garcia on attempts to increase the number of pupils completing 12 years of school

The secondary school system in Victoria will face its most dramatic overhaul in more than 100 years if the state's Labour government accepts proposals put forward in a ministerial report just released.

The report was compiled by a committee set up last year by the state minister for education, Mr Robert Fordham, to examine and recommend changes in the provision of education for 15 to 19-year-olds who are neither working nor in tertiary education, and to encourage more students to complete their secondary studies.

The proposals are aimed at increasing the number of children who complete 12 years of schooling: only 57 per cent of Victoria's pupils do so, compared with 90 per cent in Japan and an average of 65 per cent in countries belonging to the Organization for Economic Cooperation and Development.

The committee found that a significantly smaller proportion of students went on to year 12 (sixth form) in government schools (29 per cent) compared with students attending Roman Catholic schools (51 per cent) and other independent schools (95 per cent).

The committee has recommended a system of community colleges for the state's 60,000 senior secondary children.

The colleges could be established on a "cluster" basis, with several nearby high schools feeding senior students into each college. Alternatively, they could be in existing technical and further education institutions.

Under the proposed new system, the Higher School Certificate and other leaving certificates and diplomas would be scrapped and replaced by a general education certificate which would take two years to complete and would be recognized both as school credentials and for entrance purposes to tertiary institutions such as universities.

The recommendations also call for an overhaul of the curriculum, with traditional subject boundaries being abandoned and the curriculum expanded to put greater emphasis on social issues and the knowledge and skills students need for life after school.

The report criticized present education at year 12: "Curricular content and methods of assessment are dominated by their use as selectors for entry into higher education. This not only discourages retention into year 12, it also fails to recognize that secondary schooling has its own purposes and integrity.

"The competitive ethos engendered by ranking at year 12 permeates the whole of schooling: a proportion of the generation is progressively excluded from the possibility of further education," it said.

The report rejected the idea of extending the school leaving age or of "effectively conscripting young people for longer periods of education by other means. Attempts merely to reduce labour supply by keeping young people out of the workforce could have destructive effects".

In support of separate colleges, the report showed that options were limited at present because there were small numbers of year 11 and 12 students in some schools. The new community colleges would rationalize facilities and staff, and give students more options.

Releasing the report, Mr Fordham said he hoped that provision for the new colleges would be made in the 1985 budget and that the new colleges could be phased in from 1986.

The report's recommendations would be examined by the government and educational authorities. Working parties would be set up to report back later this year with final proposals.

Bell 'fails to ring the changes'

The first anniversary of the Reagan Administration's *Nation at Risk* report, which stunned the United States with its dismal verdict on the state of schools, has provided an opportunity for fierce disagreement between the Education Secretary, Mr Terrel Bell, and the biggest teaching union, the National Education Association, *Peter David writes.*

At a recent Washington press conference, Mr Bell said the report issued by a National Commission on Excellence in April last year had triggered a wave of unprecedented reforms throughout the US.

He said virtually every state government had drawn up plans to raise graduation requirements for high school students, and six states had introduced incentive pay schemes for teachers on the lines recommended by the commission. Another 24 had plans to do so.

But Mr Bell's satisfaction is plainly not shared by the organization that represents most American teachers.

Mrs Mary Hatwood Futrell, president of the NEA, celebrated the report's anniversary by accusing the Reagan Administration of supporting education with rhetoric rather than action.

To drive her point home, the NEA last month issued a report of its own pointing out that President Reagan was continuing to cut the Federal contribution to the cost of public education. In 1984, the report claimed, Federal money would meet only 6.4 per cent of the costs of the schools, the lowest proportion for 20 years. The remainder had to be raised by school districts and state governments.

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Why teaching must be seen as part of wealth creation

Sir – "Some teachers", according to Dr Ian Jamieson, "have half a mind to leave teaching and join the wealth-creating sector of the economy." (*TES*, April 20, quoted by Mark Jackson). As it is not immediately clear from the context whether the distinction is meant seriously, my response may be over-reaction or even incipient paranoia: but in a few words he focuses on an assumption implicit in Tory orthodoxy and in the government's dealings with teachers, and it is one which deserves both serious attention and rebuttal.

What worries me most is the definition of wealth which seems to underpin so much Conservative thought. Making tat or candy floss creates wealth: making music does not. The manufacture of cassette tapes or plastic discs is a wealth-creating activity: teaching children mathematics or physics they will ultimately require to use them is not. One could multiply examples of this dichotomy *ad nauseam*, turn it into a game, even. Plus points for making paper or transistors, minus points for writing books or making radio programmes. In short the distinction is both artificial and fatuous, but its effects pernicious.

Equally pernicious is the associated habit of basing judgments on the quantifiable rather than the relevant (Sir Keith Joseph's recent reference to the laws of supply and demand in, justifying our current salary levels is a fine example of this fallacy: yet the metaphor of the "market place" – central to the spurious ideology of monetarism – was never of convincing relevance even to commerce, and has probably outlived its usefulness).

To elevate money-making to the centre of an ethical system is madness, making sense only if human value is solely quantifiable in monetary terms. I have always assumed the contrary to be true – that economic tokens derive their value from the human activity they symbolize. To argue otherwise is not only putting the cart before the horse but tantamount to fitting the bridle on the wrong end of the animal.

Obviously economic output is a useful way of measuring one kind of value. But it is not the only measure and it is lunacy to assume that the absence of easily quantifiable output – as in nursing or teaching – demeans the activity. I'm sure this is one of the reasons that teachers' salary levels have declined so sharply. Lacking the brute force (and, as child-centred professionals, the will) to impose economic demands, our function is further devalued by a conceptual system based on palpable fallacies, but embraced with mindless and evangelical fervour by those who govern us.

My apologies to Dr Jamieson if he has been misquoted or misrepresented: the tirade is not directed at him but at the whole package-deal of assumptions encapsulated in the quotation. The distinction does not bear close scrutiny: teaching is not separate from the wealth-creating sector of the economy – it is an integral and essential part of it and the rewards (such as they are) for teaching must be based on a due recognition of this fact, not its denial.

LAWRENCE DENHOLM
15 Elmtree Road
Ruskington
Sleaford Lincs

Making ends meet

Sir – The fact that many teachers are having to "moonlight" in order to supplement their salaries has recently been publicly aired once again and begs the thought that it may well not be long before they are obliged to seek similar methods of support for their departmental capitation allowances.

As head of English in a six form entry, 11 to 16 comprehensive school, I receive approximately £1,500 per annum (give or take £50) which which to educate 900 pupils in their entire mother language and literary cultural heritage. How this is to be done in the present day without running up a vast departmental overdraft is getting quite beyond me.

From that annual sum, I have to buy all my textbooks including those required by GCE and CSE syllabus structures, replace those textbooks that have fallen apart with use even though my pupils are genuinely caring of books, purchase all my stationery and cover all my costs such as duplicating internal examination papers and providing for the heavy usage of file paper and the like necessary for CSE course folders: in short, pay for everything from chalk to Shakespeare to commas (use of) to Sellotape. My capitation is, it seems, about par for the course – £1.66 per pupil per year.

My department is a successful one with good examination results and solid classrooms teaching only because of the dedication of my staff who are working in financially diminishing circumstances in a set of 3½ mobile caravan classrooms across a playground.

Can one begin to wonder at the lack of interest in reading, the failing standards of language skills and the reduction of cultural awareness that is steadily growing in this country when the very foundation of that aspect of basic education is treated by the county councils and the government with nothing less than contempt and disdain? Being a writer as well as a schoolmaster, the state of affairs in the teaching of English not only appals but frightens me; the future for gaining new followers for literature certainly looks grim.

If the truth be told, the staff in my school do moonlight already for their capitation – they do it at school fetes held on Saturdays, at fund-raising PTA jamborees in the evenings and at sponsored this-'n'-thats.

MARTIN BOOTH FRSL
Draeg House
Drayton
Langport
Somerset

The hardest cut

Sir – I am writing in anger at your patronizing editorial on April 27.

Your message of "look before you leap", accept 4.5 per cent and don't "engage in an unnecessary and unreasonable series of strikes and other forms of direct action against the clients, the children and their parents" is a familiar sermon. Do you really expect teachers to accept passively a cut in their living standards for yet another year? And make no mistake, 4.5 per cent *is* a cut.

I am heartily sick and fed up of people like you preaching at me and expecting my goodwill year after year as an endless subsidy to education. At least you had the good grace not to mention "professionalism" in your editorial.

How apt that your ". . . No Comment" on the same page as the editorial told the story of the teacher on a moped knocked down by a pupil driving a car. Presumably it was meant to be funny.

It was interesting to see reported on the same day as your editorial that the British Institute of Management (of which I am about to become a member with a Diploma in Management Studies) published a new survey . . . "Managers in 1983 gained pay rises worth 7.2 per cent compared with average increases of 7.7 per cent." The survey fears that middle managers will lose their motivation if salaries do not rise fast enough, creating inefficiency. Ninety-eight per cent of members have a company car. I wonder who the other 2 per cent are?

DENNIS BIRD
Hon Secretary
Barnet NAS/UWT
34 Alston Road
Barnet
Herts

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Sort out anomalies

Sir – I am slightly uneasy about one paragraph in the front page article "Employers to raise pay offer" (*TES*, April 27). This refers to a slight possibility that teachers could be awarded a similar settlement to further education lecturers – that is, a percentage rise with extra cash for those on the lowest scale.

I am not suggesting that those on the lowest scale don't need extra cash but my message to the Burnham Committee is the same as it was last year, "please use any extra cash to sort out anomalies!" This would of course make future restructuring easier. The extra cash should surely go to heads and deputy heads in primary schools who earn less than a Scale 3 teacher – that is, heads group 1 and deputy heads groups 1–4.

I am not an expert on comparability, but should primary heads and deputy heads earn less than a lecturer Scale 1?

J R HYDE
18 Roslyn Close
Braybourne

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'Unteachable' nonsense

Sir – I am astounded at the generalized nonsense which seems, according to Hilary Wilce's report (*TES*, April 27), to have emanated from the recent Essex University conference on art history in the secondary school.

The allegation is that art history A level is "virtually unteachable". But I want to ask, unteachable *by whom?* And unteachable *to whom?* It is quite certain that the art history A level syllabuses of the Associated Examining Board and London University cannot be taught adequately by anyone not prepared to accept the rigour of a complex and difficult field; nor to any pupil who has *no* taste for wide reading, hard looking, and disciplined thought. This may suit comparatively few pupils and even fewer teachers; but to state categorically that the existing history of art A level examinations are *unteachable*, and to single out Peter and Linda Murray and their "dull syllabuses" as scapegoats is in my view irresponsible.

And what on earth is meant by the criticism that these syllabuses "stress the study of the development of visual styles at the expense of studying individual works and artists"? It is only *through* a study of the individual (for which the A level candidate receives ample encouragement – extending even to Chartres, the Parthenon and the Sistine Chapel!) that any notion of stylistic evolution may be gained. Without such a notion there could be no such thing as a study of the history of art.

A test of the mastery of any academic discipline is the ability to draw general conclusions from particular instances. The general and the particular are interdependent; they can never represent *alternative* approaches. I can only hope that any draft reformed syllabus which may eventually come to the examination boards will make more sense than does your correspondent's paraphrasing.

I myself made a contribution to the Essex University conference in 1983. In my paper, I argued for a broader view of art history in schools, for approaches compatible with the wide range of abilities and aptitudes of secondary school pupils. I made the same case in an article in *The TES* (April 29, 1983). There is an urgent need for such approaches (and an investigation of automobile design or garden cities might well be entailed in them). But such approaches would complement rather than supplant the carefully devised – and, incidentally, continually revised – A level courses. These continue to be appropriate to the needs of *a certain type of pupil*. Of the AEB scripts I help to scrutilize each year, many are excellent and are quite obviously the outcome of enthusiastic study and diligent teaching.

There are of course other routes, and I am as keen as anybody to see them opened up; but those who choose this particular path to academic fulfilment must – and do – accept its pains as well as its pleasures.

ANTHONY DYSON
Chairman
Standing Advisory Committee in History of Art
Associated Examining Board
Wellington House
Aldershot

Staff see A-level history of art as 'unteachable'

by Hilary Wilce

Art history A level is "virtually unteachable" according to some teachers.

They blame dull syllabuses devised by dons for the pre-degree boards in the subject – and the Associated Examining Board and London University Delegacy. Peter and Linda Murray, of Clare College and his wife, Linda Murray, Fellow and tutor of Girton, have been critical of visual styles at the expense of studying individual works and artists.

But Mrs Murray, who is also chief examiner for the AEB A level syllabus, said: "I am astounded at the generalized nonsense which seems to have emanated from the recent Essex University conference on art history in the secondary school."

She said: "The allegation is that art history A level is "virtually unteachable". But I want to ask, unteachable *by whom?* And unteachable *to whom?* It is quite certain that the art history A level syllabuses of the Associated Examining Board and London University cannot be taught adequately by anyone not prepared to accept the rigour of a complex and difficult field; nor to any pupil who has *no* taste for wide reading, hard looking, and disciplined thought. This may suit comparatively few pupils and even fewer teachers; but to state categorically that the existing history of art A level examinations are *unteachable*, and to single out Peter and Linda Murray and their "dull syllabuses" as scapegoats is in my view irresponsible.

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"There are of course other routes, and I am as keen as anybody to see them opened up; but those who choose this particular path to academic fulfilment must – and do – accept its pains as well as its pleasures."

From *The TES* of April 27.

Skill v. capacity

Sir – As Geraint Lloyd-Evans and I have both recently contributed articles to *The TES* about the inordinate emphasis on "skills" in contemporary education, it is not surprising that we have been criticized in return. Lyn Smith's behavioural response to the stimulus, however, (Talkback, April 13), contains more acrimony than argument.

This typifies the very thing my article was concerned to lament in the sphere of educational debate – stock argument and shoddy thinking. Neither Lloyd-Evans nor I have claimed that children require *no* guidance in acquiring skills. What we have objected to is the founding of educational empires upon a crude reductionism that represents *all* affective responses or capacities as mere knacks (thus to be transmitted via "systems" and behavioural checklists).

Ms Smith's failure to receive this central point is evidenced in her plea for "a more eclectic attitude" and in her misplaced truism: "surely any method is only as good as the person implementing it". Let us be generous enough to construe her phrase "eclectic attitude" as referring not to mindless pragmatism but to a willingness to be exploratory and experimental in the classroom.

Good enough; but this is the very thing the all-pervasive skills-approach does not permit, with its totalitarian aspirations and empiricist doctrines of human development (which of course hardly purport to be true on some days and false on others!) It is of course true that teaching methods are as fallible as their purveyors but that makes, not breaks, my point.

My article was predicated upon the belief that teaching does not have the petty certainties of administration but is a hit-and-miss affair; an art, not a science. What role *has* eclecticism and a healthy sense of uncertainty in the current taxonomy of behavioural treasures writ large in what is now becoming the bureaucratic mechanism of the curriculum?

Anyone who attempts to rebel against the current orthodoxy for packaged performances (seen at their height in prevocational courses) runs the risk of being dismissed as an unscientific mutineer, a political activist, a member of a lunatic fringe or as someone who has the negative brand of personality-deficiencies Ms Smith sees in me. Her use of the term "inflexible" belongs to the language-game of manipulators who can neither abide the eclecticism she claims to revere nor tolerate the unstructured chaos of teacher autonomy her strictures presuppose.

The intransigence she rashly diagnoses on my part would be more justly located in the current educational trends that threaten our children. These trends, which surreptitiously pay homage to scientism and to sophistry, sustain themselves on depressingly narrow aims, on a spurious portrayal of the relation between teacher and pupil as that of simple cause to simple effect and on estimates of pupils' abilities that are meagre, pessimistic and, above all, downright cynical.

FRANK PALMER
Deputy Head of English
Barnhill School
Hayes
Middlesex

Value for money

Sir – Why is it that you find it necessary to link arms with the Left by mocking local education authorities like Dudley, West Midlands, which make an effective attempt to get value for the tax and ratepayers' money? Is the pound in your pocket somehow essentially different to the one out of the public purse?

The Diary item, "Spending money to try to save it", (*TES*, April 20) suggests that low-spending Dudley is run by fools with no interest in the needs of schools and who waste money on another rapacious bunch, Price Waterhouse.

What misleading nonsense this is! We in Dudley have one of the most cost effective l.e.a.s in the country, resulting in an efficient education service and low rates. Undoubtedly the business acumen of Price Waterhouse has played a part in this, so they should be complimented not jeered.

Reference to the DES Statistical Bulletin 16/83 issued last December proves my point. The percentage of school leavers in Dudley gaining CSE and O Level higher grade passes is not only higher than the West Midlands average, but 6 per cent higher than the expected figure adjusted for socio-economic factors. The value-for-money aspect is even more dramatic if Dudley's figures are compared with high spending authorities like the ILEA. For more than half as much again per secondary pupil, a less than expected 40 per cent get one or more passes compared with Dudley's 54 per cent.

If every local authority reduced waste as successfully as Dudley, perhaps the lighter rates burden would help industry to expand, thus providing more jobs for our leavers and laying the golden eggs on which the public sector depends.

DAVID S GALE
43 Halesowen Road
Dudley
West Midlands

Dudley supportive

Sir – You really have "got it in" for Dudley Metropolitan Borough Authority (*TES*, April 20).

Mike Durham names Dudley as a low-spending authority per capita for secondary education, but at the same time does not name a number of other lower spending authorities who are thus not, by implication, pilloried in the way that Dudley is.

In recent years, Dudley has increased its secondary per capita expenditure by a higher percentage than many other authorities.

Until my recent retirement, I was the higher education nominee on the governing body of a large Dudley comprehensive school and I can testify to a very responsible and supportive attitude by the authority to its schools, notwithstanding pejorative throw-away comments from people like Mike Durham.

A S CLARK
71 Queens Avenue
Shirley
Solihull
West Midlands

Graded timing

Sir – Mr Birch Reynardson's letter about graded tests raises an interesting point. How frequently should these tests take place? If pupils are to take them "when ready", then no regular pattern such as fortnightly or monthly will do. In any case, testing and marking takes time, and too frequent testing could be counter productive in a number of ways.

In parallel with the development of SMP 11–16, a new mathematics course for secondary schools, we are developing, with the support of the Oxford and Cambridge board, a scheme of graduated assessment for low-attaining pupils. In this scheme, we hope to find a suitable balance in the matter of frequency testing. This and the feasibility of other aspects of the SMP pilot scheme are under scrutiny in the SSCC study funded by the DES.

JOHN HERSEE
Executive director
School Mathematics Project
Westfield College
London

Language hope

Sir – Marie Lamoche (Letters, April 20) in trotting out the tired old warhorse of taking foreign language teaching out of the schools and confining it to post-school language centres because "our pupils do not wish to learn a first foreign language let alone a second one" is both defeatist and wrong.

Has she not read Buckby's evaluation of the York/Leeds graded objectives scheme, Freedman's study of the Midlands one, Harrison's Schools Council Bulletin 41 or any of the many journal articles now available? They show, *inter alia*, that, given relevant things to learn and convincing ways of assessing them, British pupils are indeed motivated to learn foreign languages. How else does she account for the transformation of a two-thirds drop-out at option time into a two-thirds and more take-up in so many areas where graded objectives schemes operate?

Does she believe, for example, that those hundreds of Lancs/Cumbria teachers who, this year, will administer tests to 100,000 pupils in a scheme which has cost them enormous amounts of their spare time over years to devise, do not know from their own experience that it's worthwhile?

Come on, Marie, cheer up! We're at the beginning of the process of turning the British into a nation of successful language learners and you haven't noticed yet.

As to her original objection to my point that "second language learning is not dying because of some natural law" all that needs to be said is why does mathematics, a subject which many pupils find difficult, not lack customers? If modern languages had the support of society and curriculum planners that mathematics has, there wouldn't be a problem.

BRIAN PAGE
University of Leeds

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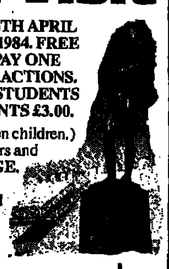

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Heads on approval

JOHN PEASE

Many years ago I was the deputy head of a small primary school with a salary augmented by a merit teacher allowance. With a first headship went an increase over my existing income of 15 shillings per week and the ever present worry of nursing a 10-year-old Ford Popular over a journey of 40 miles a day. The already frugal standard of living for my family fell dramatically. Even with stringent economies and working during the holidays we found it difficult to aspire to Mr Micawber's definition of happiness.

If all this had been to take a job as a probationary headteacher I would never have bothered – and that is even more true today.

Present differentials in salary are again so small that many teachers already feel that the minute step up the promotional ladder is not worth the massively increased involvement, responsibility to the community and pressure from vested interests.

Not all governors are altruistic – and it would only be natural for some to expect favoured treatment for their children at a school. Not all local political appointees to a governing body recognize as sacrosanct that they should meet solely in the interests of the children. Not all parents value maintaining a curriculum beyond the basic nor see as undesirable a completely formal day for a six-year-old.

Not all local groups are reasonable in demanding community access to site and building despite limitations dictated by cleaning and security.

The chance of failure for a probationary head would not be small for this diminished status would be known to all. Where would be the authority for dealing with community pressures, pupil and staff discipline, internal organization, and acceptance by advisers, parents and governors? The temptation would always be there to be a straw in the wind. What value the judgment of one far seeing director of education who said that headteachers were appointed to fight for the children in their care – if necessary against the authority?

It is true that headteachers have some security in post – but this does not give carte blanche on conduct. Disciplinary procedures apply to all teachers, and this includes dismissal.

Should falling rolls end in school closure, there is no guaranteed re-employment. Any former job would have been long filled, and any future post within an authority could only be filled with the accord of some governing body. No l.e.a. would impose a displaced headteacher.

How much more precarious a probationary head risking all on a two-year gamble? Teachers act in loco parentis to the children within their care – but teachers have wives and children and it is only right, proper and human that their overriding duty should be to them.

If you were relying on a single teacher's income for the welfare and financial stability of a family, then you would be well advised to remain in the classroom, work contractual hours, and – like many teachers in the United States of America – augment your poor salary by secondary employment.

John Pease is a primary school head.

Mapping out bias

JOHN MORRIS

Andy Schofield's article, "Fostering Delusions?" (*TES* Extra, April 13) touches upon the fundamental purpose of curriculum development, the promotion of change in classroom practice.

However, to suggest that the co-directors of the *Geography for the Young School Leaver* project evade discussion of ideology, or issues related to development, or multi-cultural education is erroneous and based upon faulty assumptions about the philosophy and usage of the project.

The essentials of Mr Schofield's misunderstanding can be seen in the sentence, "The syllabus relies upon the implicit assumption that the teacher will put across ideas to counter the quite obvious bias." In fact GYSL does not rely upon such a didactic style of teaching. The project encourages the exploration of a key idea, or concept. Students accept the notion of a particular hypothesis by testing its apparent truth. Frequently, ideas are modified, or even rejected as being inappropriate.

Behind this approach is a belief that all materials are value-loaded, and open to interpretation. It is not sufficient to "put across ideas to counter... bias", for this merely substitutes one form of indoctrination for another. Autonomy for each individual can only be achieved through a response to social pressures introduced via a number of active learning situations. This "open-ended" approach may not produce the results which one may like, or expect.

The aims of the project support a belief in the autonomy of the class teacher, the person best suited to develop learning experiences for his or her own students. In fact, the aim was, "not only to develop innovatory styles of learning and teaching, but enable teachers to plan their own curriculum more effectively" (Schools Council).

Published materials have been regarded as supplementary to those produced by an individual school or curriculum group. The *Geography and Change* series should be evaluated with as much suspicion as any other resource. Mr Schofield has missed the point, such texts do not reflect a problem of identifying an ideological stance, they represent the consequences of a powerful examination system which seems unable to generate more than superficial change.

However, Mr Schofield is correct in saying the project has neglected the development of classroom practice. Local curriculum groups have received insufficient attention as investment has been concentrated in supporting the examination structure which, despite the improvements introduced by the Avery Hill 14 – 16 project, remains a narrow method of assessment. Too many local curriculum groups have wasted time replicating CSE mode 3 submissions, or producing examination papers which are little different from one part of the country to another. Few local groups have received the levels of resourcing which have enabled the sorts of developments seen in ILEA and Sheffield.

The challenges for GYSL remain the need to reduce the quantity of information expected to be acquired by our students, and the need of staff to cooperate in the design of more "open" learning experiences. Perhaps the time has arrived for GYSL to provide a fresh initiative.

John Morris is head of social and business studies at Joseph Chamberlain Sixth Form College, Birmingham.

Vertical hold

DENNIS CARTER

How refreshing to read your report of Jan Lee's survey about vertical grouping in primary schools (*TES* April 13). Perhaps HM Inspectors will look again now at their highly dubious findings which have done so much damage at a time of shrinking rolls in the schools.

As Jan Lee points out, children are bound to do less well in mixed age classes if these are ad hoc arrangements cobbled together by headteachers who don't believe in vertical grouping. Such arrangements are now inevitable and it is a matter of extreme urgency that HMI apply its energy and resources to training headteachers in the management of this situation. There is no reason on earth why "amazing administrative gymnastics" need be performed by harassed heads every July. Once a head and the staff *believe* in vertical grouping it is the simplest and most logical form of organization ever devised.

My own junior school is a case in point. Our classes have been reduced from eight to six during the past six years and in September to five. Because we believe in vertical grouping we first divided lower juniors and upper juniors each by three to make three equal classes of each. My present piece of arithmetic is just as straight forward. One class will consist of the full age range (7–11) and the others of lower juniors (two classes) and upper juniors (two classes). All this will create no problem because our teaching techniques have been so developed that it is the individual rather than the class as such that matters.

Like many teachers who have learned from pioneers such as Sybil Marshall, we believe that children learn not only from teachers but also from the wide range of contacts and relationships which they make in school. They learn a great deal from each other. The older child showing or explaining something to the younger child learns greatly through being forced to give shape to the idea or concept or skill. This is a crucial latter stage of the learning process. The act of explaining something that you have learned to someone else is also an important context for language development to take place in. The younger child is obviously benefiting by having an extra teacher.

Many experiences and skills can be shared in this way in the workshop of the family grouped classroom with the teacher as master craftsman, the older child as journeyman and the younger child as apprentice. This, I must stress, does not mean that younger children rely entirely on older children for their teaching. The teacher has an equal commitment to teach every child directly.

What it does mean is that the range of opportunities for every child is greatly widened. This is particularly so in the area of social development. Every child has the opportunity to lead, to follow and to cooperate. With differences in age the needle of competition is blunted as children realize that other children's achievements are important to them. This inevitably leads to a lessening of aggression and to a happy atmosphere in the school. This has been the case in our school, where I can honestly say that fights are very rare indeed.

The time has surely come for HMI to launch a fresh initiative as a result of Ms Lee's findings. This time it should not merely be an objective survey that forgets people's reasons and feelings and merely tests children's performance in certain limited tasks. This time HMI must go to schools which believe in vertical grouping. There are many of them throughout the country, but good starting points are Oxfordshire and Cheshire.

Dennis Carter is head of Tallesin Junior School, Shotton, Clwyd.

Own goals

DAVID HAYNES

The DES has received over 2,000 replies to the Record of Achievement statement issued by Sir Keith Joseph in November last year. Initially profiles were seen very much as a product – a substitute for externally validated examination certificates suitable for less able pupils. Sir Keith Joseph stresses the need for a document containing information which throws light on personal achievement; any graded results in public examinations; and any other evidence of academic achievement.

He states quite clearly that this document should be available to all pupils on completion of their school career, but throughout the statement the emphasis is on the availability of a summative product. It is this approach which, as a teacher, concerns me.

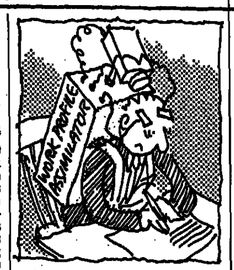
Through our desire to provide this summative product at the end of a pupil's school career, it is possible to ignore the process by which the information is obtained. If we do this it could become a bureaucratic form-filling exercise, albeit under the guise of providing a more accurate and fairer appraisal of pupils' abilities. If we ignore the process, then to many of our pupils the product will be meaningless.

Traditional forms of externally validated certification rely heavily on the middle-class concept of deferred gratification, an approach of little relevance to many of our pupils in the light of the current employment situation, and it is here where the process involved in good profiling becomes important. As Barbara Pearce, deputy director of the Leeds University Counselling and Career Development Unit wrote in 1983:

"To be effective a profiling system needs to include three elements:

- a system of personal progress records kept by the student;
- a reviewing system between the student and an adult tutor;
- a final profile report for which the recording and reviewing system provides evidence."

It is the process which is involved in this "ideal" profile format which is perhaps the most difficult for teachers to accept. If however we ignore this formative side of profiling – providing pupils with aims and objectives for courses to be studied, statements of course content, and an opportunity to participate in the assessment of their progress – then the true potential of profiling will not be realized.



To be successful this process has to be firmly rooted within the curriculum and teaching methodology in the school. Profiling is much more than recording achievement in individual subject areas. It is concerned with cross-curricular skills as well as subject specific performance, and it is diagnostic as well as developmental. If teachers or pupils are asked to make assessments then the curriculum must afford the pupils the opportunity to learn and demonstrate what is to be assessed.

The climate in schools has undoubtedly changed in recent years. The didactic teaching which in the past proved successful and perhaps contributed to what Michael Young called "the rise of the meritocracy" is no longer relevant to the majority of our pupils in school. The goals which it worked to achieve – CSE, O level, A level, job – no longer hold true. Perhaps the processes involved in successful profiling – where pupils own the product they are working towards – can restore some of the enjoyment and purpose in education which the economic climate outside school has helped to destroy.

As Carkhuff said in 1976: "We grow as human beings if we know how to explore where we are, understand where we want to be, and act upon how to get there. And facilitate the exploration, understanding and action of others. Unable to do so, we are left only as life's observers and not as life's participants."

Is there a better argument than this for profiling in our schools?

David Haynes is a teacher seconded to the CCDU at Leeds University to write a book on profiling as a guide for teachers in Wakefield.

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Ours not to reason what

Local authority guidelines on what should be taught free teachers to concentrate on how best to teach it, Joan Dean argues

Photos: Sally & Richard Greenhill

In my experience the quality of the teaching profession has been gradually improving in all the years that I have been going in and out of schools. I totally disagree with those who think our schools are less good than they were 20 years ago. I think our schools are better than they have ever been, which is far from saying that they are perfect. There is still an enormous amount to do, but I remain convinced that our thinking of the 1960s and 1970s was right.

Where I think my views have changed to some extent is in what I now think it reasonable to expect from teachers. We are probably asking too much when we ask them not only to teach the curriculum but to design it as well.

Teachers in this country have more freedom over curriculum matters than almost any country in the world. This has enabled us to produce some of the best schools to be found anywhere, but I also suspect that it makes it possible for us to have some of the worst. What we need is the kind of support that does nothing to hold back the really good school, but does something to support the weak.

During the half-term break last autumn, I visited Sweden, basically in order to look at the work they have done in training headteachers. During my visit I went to a primary school in the city of Orebro. It was a school in what we would describe as a council estate, a rather bleak environment with many children with difficult home backgrounds. It was in many ways one of the most exciting school visits I have experienced and in spite of the language difficulties I felt entirely at home because the ethos of the school was so familiar.

It was exciting in the same way that it is exciting to visit a good primary school in this country. You get caught up in the work of the school and the interests of the children and teachers and start to share their enthusiasm.

The teachers and children together were in the process of building into the entrance hall two small shops, each with a pitched roof and built on a child-sized scale. One of them was already being used for children to purchase against their class budget whatever materials they needed. This was simply an opportunity for practical mathematics and for ensuring that children were careful with what they had.

I saw slides of the work they had done in building a hut for outdoor activities and was impressed with the quality of workmanship – it wasn't a ready-made hut but a genuine piece of building by children and teachers, using the activity for their learning in many different ways.

The deputy head and one other member of staff spoke fluent English and I was interested to see that their classes were left to work independently – which they did extremely well – while they helped a few of the children whose English was more advanced to entertain me. I sat at lunch with the children and we exhausted the stock language questions like "what is your name?" "Where do you live?" and "How old are you?" The children, for their part, did their best to teach me the Swedish equivalents.

The reason why I am describing this in such detail is that I am talking of a school in a system where a broad curriculum is laid down centrally, where you "do" English from the third year onwards and where some topics are prescribed.

So far as I could see this particular school found this no limitation. Teachers developed topic work just as we do. Field study seemed to play a large part in the curriculum of this school and they used it in very similar ways to our own.

All in all, it changed my views of the limitations which some guidance on curriculum from the centre produces. It seems that if you get the guidance right, it supports teachers rather than limiting them.

I'm not sure that I want to go as far as a nationally produced curriculum, but I do welcome the rash of guidelines now being produced in different l.e.a.s. I think we need to spend a great deal of time and thought on the curriculum at the primary stage, leaving teachers free to concentrate on how to help children to learn. I think there is a case for suggesting that children are entitled to learn certain things and I don't think there would be too much disagreement about what they might be.

The area in which we have moved most towards the things we were aiming for in the early 1970s is in the much greater concern now with concepts and skills rather than factual knowledge. Much of the guideline material we are producing in Surrey is concerned with concepts and skills and although the factual knowledge is there, it plays a less important part.

We have become more aware of the need to be concerned with the basic structure of subject learning, even if we are not always entirely sure what it is. If we take, for example, some of the concepts of environmental study we might be concerned with the geographical concept that the physical environment affects the way of life of people living in any community. We might take a study of a local village or a town like Reading and look beyond the factual information to questions like "Why did Reading develop here?" "Why is it still growing so fast?" "What difference does it make to people living here that Reading has such a good train service to other places, including London?" Such a theme might be part of work about any community past or present. It might involve drama about a roving community looking for a place to settle down. The need to establish the basic concept leaves enormous areas of study wide open and yet guides the teacher in choosing an area for study.

It is this kind of guidance that we need in planning children's learning.

Joan Dean is Chief Inspector for Surrey.
This article is based upon part of a talk given to the Open Plan Primary School conference at Easthampstead Park College.

Nursing a grievance

Lois Benyon says hospital sisters work harder and have more responsibility than primary heads but have far worse pay and conditions

Recently, I spent seven long weeks in an orthopaedic ward in a pleasant hospital in outer Liverpool. Able to do little whilst flat on my back, I had long spells in which to watch how Ward X2 was run, observe the daily (and nightly) routines, consider what kept it functioning and above all compare and contrast the people who served the patients.

Since for the past five years my work has been concerned with the training of primary headteachers in the north-west of England, it was natural to compare what I saw with that which happens in schools. Ward X2 was run during the day by a dynamic Liverpudlian of 32, 4ft 10ins of immense skill and knowledge, wit, energy and above all sympathy and loving kindness for everyone from 15 to 97.

Similarities between her work and that of the primary head were obvious; the comparatively youthful age at which responsibility is assumed, length of training (an initial three-year course plus certificates and diplomas in midwifery, district nursing and orthopaedics), the size of establishment over which command exists (nurses, auxiliaries, cleaners and ward orderlies).

In the course of a year even patient numbers on a 27-bed ward must compare with the number of pupils on roll in the average Group IV or Group V school. Given that each patient has relatives and friends with whom contact is made, here too, some comparison can be made with home-school links.

Only in the important matters of salaries and holidays do easy comparisons begin to fade. A sister's salary ranges between £6,000 and £7,000. A Group V head receives from £10,572 to £11,784. Of holidays and length of working days, I dare not write.

But how did the work of Sister M as manager of the ward, compare with that of a primary head? The task in Ward X2 was simple and absolutely precise; it was to get people better. Everything was organized to this end. The straightforward message to patients was that nursing care was there to supplement and bring to a successful outcome the operations which were performed in the first instance by the doctors.

Unlike primary teachers and heads, the nurses were not working on several fronts at once. For example, no one cared about the morality of patients and only one nurse considered it her duty to get patients to say "please" and "thank you". Working on a narrow front, the management task was thus made simpler.

Reward, also, was much more visible than in a school. Patients, by and large, got better, some slowly, some amazingly and all with immense gratitude to staff. Measurable success certainly helped staff to cope with the very heavy physical demands of an orthopaedic ward. Compare this, with say, the slow progress of a backward reader.

But no matter how grateful patients were, every patient wanted to go home. What would primary teachers and heads feel, if, at the end of every day, all the children in the school could think of, was how to escape by the quickest means possible?

The needs of individual nurses seemed, by and large, to be subsumed into the needs of the team within which nurses worked. The team was all important; all organization centred upon it. And organization was very tight. Team A worked one side of the ward and Team B the other. One worked for the team and with the team and with Sister M leading in front. Once a nursing routine had been agreed within the hospital, no one, not even a registrar, was allowed to alter it.

So where was the professional autonomy so prized by primary teachers? Within the working day of Ward X2, there was little room for choice. Authority reigned supreme and the only visible style of leadership was that of telling and ordering. Like the army, democracy had a very low profile.

Closer analysis of the sister's managerial role reveals that, like headteachers, many of her tasks were initiated by others.

Patients were sent to Ward X2 from central admissions. There was no control by Sister M over which patients arrived. Nor was there control about their treatment. Sister's job was to carry out the instructions of consultants, registrars and junior doctors. Some of these might ask for an opinion but the eventual nursing task would be determined not by sister but by the surgical staff.

Though a primary head may grumble at the inordinate number of his/her tasks which are initiated by others (caretakers, police, vandals, dinner ladies and staff) they are still able to choose by what methods they get children to learn. Professional on-the-spot judgment is still permitted.

The daily routine of the ward was hustle and bustle but the trade was not only of words but of actions – dressings, medication and bedmaking. But where these were accompanied by skilled, kindly, helpful verbal interaction, how much happier the patient felt. Not only did sister talk to patients, she trained her staff to do so too. Then also, there were the directions given by sister, either short and peremptory if an emergency loomed, or with more care, if time permitted.

But patients and nurses were continually heard to say "Sister said —". What sister said mattered to everyone, was remembered and acted upon. How far are headteachers' words weighed, balanced, judged and deemed important?

Ambulant at the end of seven weeks, I found a young staff nurse of 23 in charge of the ward that day, crying quietly in the sluice room.

"They are all on at me today and I can't stand it any more", was the complaint. Thus sister's stand-in summed up the happenings of that day.

Ted Wragg in *Swinehead Revisited* says "One inescapably stressful aspect of teaching is the sheer volume of human contacts during the day. Shop assistants, policemen, waiters and telephonists can experience the same sense of over-stimulation of the nervous system", I would add nursing staff to this list. Certainly on Ward X2, Sister M must have experienced gross over-stimulation in her contacts with doctors, nurses, administrative staff, support staff, ward orderlies and patients alike. Every minute of her working day was a "give" situation.

Physically harder than a primary head's job, emotionally draining, dicing with life and death, badly paid and with short holidays, piggy-in-the-middle for much of the time, who would be a nursing sister? At least primary heads now know how fortunate they are.

Lois Benyon is assistant director of the North West Educational Management Centre, Warrington.

Family of nations

It is 25 years since the British Pestalozzi Children's Village in Sussex opened its doors to the orphans of the European war. Now, Susan Thomas reports, it provides the Swiss humanitarian's education of'hand, heart and head' to the brightest children of the developing nations.

In the aftermath of the Napoleonic Wars, when Europe was full of destitute children, Heinrich Pestalozzi, the Swiss humanitarian, devised a plan to offer them home, family and an education in world citizenship. In the event it took 150 years and two world wars before it was realized at Trogen in Switzerland.

That was 1946. The British village didn't open until 1959. It too catered for European war orphans, often stateless refugees culled from the camps of Europe. The children lived in an old manor house at Sedlescombe, near Battle. Each national group had its own housemother whose job was to preserve language, culture and religious beliefs. In term-time they attended English schools, colleges and universities and in their free time worked and played together, Poles and Germans, English and Latvians.

But by 1963 the Europeans had grown up and the refugees came from Tibet, Victnam, and the West Bank. It was time to think again, says Bill Mountain, the director of studies who is responsible for recruiting the children. The Swiss dedicated their village to their own needy children and the British, boldly experimental, offered education to the developing nations.

Only to bright, poor children, however, whose families could never give them a secondary education and who have the qualities their communities most need. They come to England when they are 10 and stay till they have completed their education. Every two or three years they go home to visit their families.

Photos: Jenny Wade

They live, in groups of 8 or 12, in plain, single storey houses scattered across the rolling Sussex hills. In term time they attend local schools and in the evenings and holidays they do the household and farm chores and learn metalwork, carpentry, bricklaying and first aid. It is a six-and-a-half-day week and causes softhearted English supporters some considerable heartsearching but the children thrive on it.

"The biggest difference, after the food and the weather", a cheerful 15-year-old Thai boy told me "is that I have so much more time to play here than at home."

Food tends to be English and convenience: fishfingers and baked beans are par for the course, perhaps with a dash of curry. But at weekends there is time to prepare national dishes and on festival days they wear national costume and celebrate in the traditional way, inviting one of the other houses to share the occasion.

Since 1963 dozens of young Arabs, Indians, Nigerians, Tibetans and Thais have completed their education here and gone home to work as scientists, agricultural engineers, teachers, doctors and nurses. The experiment has worked and this year the village is celebrating its Silver Jubilee by organizing an appeal for £350,000, enough to open two more houses and educate 30 more children.

Nowadays a few of the villagers are refugees but all are from poor families in rural areas. The selection procedure is rigorous, says Bill Mountain. First the children are identified by their own teachers as self-sufficient, resourceful, born leaders and very able in maths and the native language.

"Maths," he explains, "because it seems a good indicator of scientific ability, and scientists and technicians are what their countries need, and linguistic skills to enable them to benefit from an education in a foreign language and become good communicators."

Next, intensive enquiries are made about the family – is it happy, stable and large enough to forego one of its children for the 11 years an English education may take? Finally, shortlisted children are interviewed with their parents.

Past experience has shown that only children of youngest children and even children who are singly at the village, have more trouble settling in.

The housemothers too must be sure of the role in life and able to inculcate traditional values. "A mother who is in revolt against the system is a disturbing influence. We educate the children in the attitudes and skills of their own country without that they will have nothing to offer their own people. If they want to rebel they can do when they get home."

So long as nobody rocks the boat all goes well. Homesickness, though surprisingly rare, he said, is usually brought on by family problems or political disruption at home. Thus when the political situation in Nigeria became unstable, the numbers were gradually run down and the Nigerian house replaced by a Nepalese unit.

"The political stability of a country, the reliability of its internal communications and the usefulness of an English education to its people are prime factors when a new house is being considered", says Bill Mountain. "This rules out the South American nations even though their needs are all too evident. If we succeed with the appeal we will probably open a new African house and another Indian one."

The result of all this careful planning is a warm, immensely caring, family group which reflects the child's own extended family. Thus the 10-year-old Indian boy just arrived at the village, was welcomed in traditional style, absorbed into the family, introduced to the other nationalities in the village, started on language classes and set to work digging the footings of a new workshop.

It is no part of the plan to soften and westernize the children. "We try to have the same expectations of them that their families would have," says Bruce Jefferson, the village's PR man, a new and still surprised recruit from teaching. "At home when he wasn't in school, that boy was selling sweets on the street to supplement the family income.

"Here they put in long hours, without supervision. The national houses were actually built by 14 to 16-year-olds, so was much of the furniture and nearly all the maintenance is done by the children. It is all part of their education, like the alternative technology – making building materials, windmills, water pumps or battery chargers out of scrap materials. Every child leaves here with a knowledge of mechanics, craft skills, animal husbandry and community hygiene."

They are also, as Valerie Ballard, director of studies at nearby Claverham Community College, explained "very high-minded young people who work extremely hard at their studies and are very conscious of their responsibility to their family and country."

They play for their school teams, dance in local festivals, get to sing on Paul McCartney's recent hit single and in Canterbury Cathedral.

It is quite a relief after all this to find they still have time to watch *Top of the Pops* and read Mills and Boone.

In recent years the children have arrived here in time to spend a year mastering English before starting secondary school. They attend St Leonards Primary School at Hastings which has a specialist EFL unit. According to John Wilks, headmaster, they have surprisingly little trouble doing this or settling into the school.

"In fact, they are so motivated, that they are a pleasure to teach . . . some are just very able, others unquestionably brilliant", he says. "Whatever method is used to select these children, it is extraordinarily efficient. They provide a valuable yardstick for our children to measure themselves against."

But it has not always been plain sailing. In the early days they plunged straight into secondary school and English was a major problem. "Hindus seem to have no definite or indefinite articles and Tibetans no verbs," said Valerie Ballard. "I suspect their preference for science is partly explained by language difficulties and partly it is because they are always looking over their shoulders to see what their country needs."

For the same reason, says Bill Mountain, fewer children now go on to degree courses. "There is a graduate unemployment problem in the Third World too. And the poorest, most deprived people don't need an intellectual elite. They want all-rounders, middle management, technicians, agricultural engineers, people who can help a village to build a road, purify the water or set up a school."

So the emphasis has shifted to sandwich degrees, TEC courses, community medicine and that international growth industry, electronics. And if the students ever hanker after self-indulgent, non-vocational courses, they don't let it show.

"They are expected to work hard, to cooperate with one another, to use problem solving in every aspect of their lives and always to give a responsible and adult response to what is asked of them and 95 per cent of the time they do. It contrasts starkly with the expectations and behaviour of the English children I used to teach."

Bill Mountain is convinced this maturity is the product of the extended family system. "At home the child has this huge family, literally scores of aunts and uncles and cousins. Nearly all the people they relate to are adults. There is not the same expectation of an extended and carefree childhood. They work from a very tender age and with every piece of genuine work they do, they take another step into adulthood. This seems to allow them to miss out on the traumas of adolescence, probably because it is such a gradual transition from child to adult."

Further Information about the Pestalozzi Village Trust is available from The Administrator, Pestalozzi Children's Village Trust, Sedlescombe, Battle, East Sussex. Speakers, slide and video packs are available on request.

Photo: Susan Thomas

Exam nerves

Sara Parker reports on attempts to ease the stress on candidates by helping them to relax

Just before her O levels, Anne went to the doctor suffering from examination nerves. She had worked herself up into such a state that she couldn't sleep and was complaining of headaches and stomach ailments.

Her GP offered her tranquillizers but she was afraid they would affect her ability to work. In the end, she settled for sleeping pills, only to find they made her dopey and depressed until she eventually had to stop taking them.

Anne is typical of many young patients who visit the surgery of Northamptonshire GP Dr Peter Heaney around examination time. For some, like her, failure seems to be directly linked to nerves – she passed only two out of her seven O levels, much to the disappointment and surprise of her teachers.

Dr Heaney, however, doesn't have much faith in pills to relieve such stress. He prefers to teach young patients how to cope with examination nerves. His methods include relaxation exercises and self-hypnosis, and over the past four years, he has started to introduce his techniques into local schools.

His ideal is to run short courses of five to six lectures and demonstrations with small groups of around half a dozen pupils – and although he has no proof that his methods directly affect examination results, he does know that they help with stress.

"I am well aware of exam stress. I was seeing it every day in the surgery and I wanted to bring it more into the open, so more teachers would realize what was happening," says Dr Heaney who ran his first course at Thomas Becket Upper School in Northampton where he is a governor.

Almost immediately, he found that pupils who had not been sleeping or were suffering from headaches and other vague ailments were both getting off to sleep at nights and feeling much better in themselves.

For some schools, however, there is no time for more than just one lecture and demonstration, or they are too far outside Dr Heaney's immediate area for him, as a busy GP, to make more than one visit.

Luton Sixth Form College in Bedfordshire first invited him to give a lunch-time talk after its welfare officer heard about his work. Recently, he came back to the college for the second year running to talk as part of a health education course which had included films on stress as part of its earlier programme. The numbers interested had more than doubled to 200 pupils and nearly 50 teachers also wanted to attend.

Even with such numbers and a venue in a large hall, Dr Heaney's approach was to create as informal an atmosphere as possible. This year, his wife, Madeleine, a yoga teacher for the past six years, also came with him to talk the pupils through the relaxation exercises, once he had explained the reasons for stress and the effect it can have on the mind and body.

"One's got to be practical and say to the pupils 'you're going to manage but you've got to develop some skills to cope with your nerves'."

They are shown how to recognize the symptoms of stress, such as headaches, upset stomachs, crying fits. "But at the same time they have to accept that some stress is absolutely necessary," says Madeleine Heaney who is becoming more involved in her husband's work, taking some of the groups for relaxation exercises in schools where a course is possible.

Dr Heaney's techniques, developed with the help of his wife along the lines of yoga exercises, are straightforward enough to be practised just sitting in a chair – as Madeleine Heaney demonstrated with the audience of pupils and teachers at Luton.

He believes that such exercises should be practised regularly and that eventually it will take only a minute to relax completely by working through the routine – a useful technique to be carried out in a quiet corner just before an examination or when it's impossible to get to sleep at night after an evening's revision.

In addition, he advises against working for long stretches without a break or right up until the last moment, suggests how to create the correct working environment, shutting out the outside world with, for example, music, and talks about the importance of hobbies and sport.

As well as the work he does in schools, he also takes small groups of youngsters who have come individually to his surgery for help. Having studied hypnosis six years ago through a short course at the Whittington Hospital in London run by the British Dental and Medical Hypnosis Association, he is also able to teach self-hypnosis with small groups. This technique, he says, is merely an extension of the relaxation exercises which can achieve almost immediate help with nerves in a matter of seconds.

Yet in spite of what is essentially a medical approach to the problem of examination nerves, Dr Heaney maintains: "A lot of what I'm saying and doing is nothing special. A lot of teachers have been doing it in their own way for years. I remember one of my teachers who used to come into the classroom and do nothing for the first five minutes, allowing us to talk and settle down. She was giving us a chance to let off steam and relax. But it is important that teachers understand how their methods can be used to help with stress – that they understand what they're doing – and why."

At Luton Sixth Form College, with over 1,300 students, at least a dozen are identified every year as having severe examination nerves – a few are so bad that they are even referred through the college doctor to one of two local consultant psychiatrists who specialize in such problems.

Some teachers in the college also believe something should be done for those pupils who although not suffering badly enough to attract help, are still affected by examination nerves. Jean Booker, vice principal, says, "We are deluding ourselves if we think that any candidate takes O or A levels without suffering from stress. It's all really a matter of degree . . . Dr Heaney has very practical tips to offer and a good understanding of the problems of those who are not doing themselves justice in the public examination system because of nerves".

Some students will never admit to examination nerves; 17-year-old Rohit, studying for two A levels, says: "I'd never have gone up to a teacher and said 'look I've failed because I'm nervous'. I just presume everyone's got the same problem. But when I go into the exam room, my mind goes blank."

For some, however, the problem is all too obvious, such as in the case of one 17-year-old girl who left the college after a year because she felt unable to face A level examinations even though her classwork was good. She was so nervous that she was physically sick before exams, lost weight and couldn't sleep.

Some feel the best way a teacher can help is to familiarize students with the format of the paper through mock questions and preparing them for the examination room. But some, like 17-year-old Ramon who is afraid he won't get good enough grades in his A levels to study medicine, feel no amount of familiarization can take away the nerves of the day.

"It's difficult for teachers to tell if you're going to get nervous because it hits you when you're in the exam room. You're nervous because it's a once and for all situation, the real thing. I've heard that if you revise solidly then you won't be nervous but I've never felt I've revised that solidly, however hard I've worked."

There are teachers who believe that pinpointing such nerves merely go towards intensifying the problem, giving pupils an excuse if they fail or haven't worked hard enough.

There are others who have seen nerves take their toll on pupils such as Maureen Merrifield, a teacher in secretarial skills at Luton. She says: "When it's a two and a half hour physical stint in typing, for example, pupils show stress which is physically visible. Those who are normally dexterous become clammy and ham-fisted – and there's always somebody in tears in the corridor outside before the exam."

Dr Heaney aims to find the balance between over-emphasizing the problem of nerves and ignoring it. "You can't give pupils an excuse for failure because of exam nerves, so you must give them an alternative – something which can unscramble their minds."

Often he feels a one-off lecture can do little more than make teachers aware of the problem – and at Luton, for example, he hopes that his relaxation exercises will be followed-up and practised by pupils with staff help. But all the same he recognizes many teachers are reticent to use such methods in the classroom. A woman teacher at Luton College thought male teachers particularly might feel too self-conscious.

All the same, he is winning small pockets of support among teachers. One at Luton reasons, "If you spend two years flogging yourself to death trying to get these kids through an examination, it seems silly not to spend a little time doing a bit extra to help combat those nerves."

Secrets. By Sissela Bok.
Oxford University Press £12.95. 0 19 217733 8

Sissela Bok is a Scandinavian who has lived in the United States for nearly 30 years and now teaches ethics at Harvard. Her first book, *Lying*, was about moral choices in public and private life. Deceit and violence she saw as the two forms of deliberate assault on human beings, and she took as her starting point the position that a lie is morally justifiable only as a last resort. Not for her the utilitarian approach of simply looking at the consequences of our actions. But she is not Augustinian either. Some lies, alas, are preferable to the alternative. But we must be absolutely sure of this before we practise deceit.

Her latest contribution to the discussion of moral issues is about the ethics of secrecy and revelation, a subject which metaphysicians have largely left to the lawyers, the practising professions and the political scientists. A comprehensive analysis of the need for and justification of secrecy, the evils and distrust it can breed, the privacy it may be intended to secure can only be welcomed. So too must be the framework into which the analysis is set.

Much of *Secrets* is about the veil which the individual draws over himself to separate himself from others. In this realm secrecy and privacy come close to being identical, but not quite. My personal secrets may be the means by which I preserve my identity (as Winston Smith knew); but some of them may be kept to ensure a deception. If I withhold from my wife the knowledge of my infidelity, I am intending to deceive, even if I seek to justify my secrecy on utilitarian grounds.

This is fascinating stuff, and Ms Bok's inquiry into the aims and methods of secrecy at the level of the individual is pursued in meticulous detail. So too is her examination of the ethical considerations which enter into such issues as the confessional, gossip and self-deception.

But the most topical chapters of her book are about the moral dilemmas which secrecy poses at the level of collective practice. She invites us to consider whether the safeguarding of secrets in industry, in government, in medicine and in the law involve different moral conflicts from those she identifies at the personal level. What is the ethical case for preventing the dissemination of beneficial scientific discovery in order to sustain profits? Does collective choice about information present special dangers, and what is the case for that choice itself being exercised in secret?

Secrecy in government is the most especially difficult issue on which to make a more judgment, certainly in a democracy. An autocracy may be driven to secretiveness to preserve its power. The Soviet system has to withhold information not primarily to protect itself from foreign but to stop its citizens from objecting to its own worst practices. But a democracy is a system where, by definition, the government is at least representative and may be participative. If the government is *as fond* ours, why should we not know all that it knows? How else can we judge its performance and call it to account? "Everything secret degenerates", wrote Lord Acton, "even the administration of justice; nothing is safe that does not show how it can bear discussion and publicity". Ms Bok also quotes Woodrow Wilson who argued, as a political scientist and before he became a practising politician, that "government ought to be all outside and no inside . . . there ought to be no place where anything can be done that everybody does not know about". Yet, as a President, Wilson was a poor practitioner of the precepts he taught. The Conservative manifesto of 1970 promised to eliminate unnecessary secrecy concerning the working of government, and where are we now? Why is it, to parody Mark Twain, that everybody is in favour of openness and nobody does anything about it? Perhaps it is all very much more difficult than everyone thinks, and we cannot improve on the status quo.

Openness of course has disadvantages to government which go beyond the legitimate arguments for secrecy. To share information with its critics complicates and slows down the administration of government. Some facts can be very uncomfortable; and their disclosure can give succour to the government's opponents and make the maintenance of policy difficult. Many of them cannot be concealed, and governments have to live with the discomfort they entail. But quite a lot of "facts" become known only to government, perhaps by virtue of its ability to command information itself, and the temptation to suppress those facts which are uncomfortable, simply because they are uncomfortable, is as difficult to resist in public as in private life. Knowledge after all is power, and power-sharing is not something which comes naturally to politicians.

When a trust is betrayed

Sir Douglas Wass, until last year Joint Head of the Home Civil Service, on privacy and secrecy, whistle-blowing and leaking

Even so there are several areas of government which cannot easily be opened up without some danger to the security of the state and some loss to the effectiveness of administration. Even the countries which have practised a form of open government for a long time, like Ms Bok's own Sweden, find it necessary to allow the withholding of much information from the public. The Franks Committee here, which was concerned with the use of the criminal law to protect secrets rather than with freedom of information, found that there were certain domains, like defence, internal security, the currency and Cabinet memoranda, not to mention matters of confidence where the private individual or business was concerned, which ought to be preserved from public view, at any rate if Ministers decided that their revelation would cause serious injury to the nation. (Interestingly, Franks thought it right that Ministers should be the sole judge of what would cause such injury, but that is another, albeit debatable, matter.)

The Campaign for Freedom of Information, which was launched in this country at the beginning of the year and which seeks to establish a statutory right of access to current government records, itself acknowledges that there are substantial areas to which that right would not apply. These are broadly the ones recognized by Franks as meriting special protection. They include the advice, opinion and recommendations tendered by officials for the purpose of policy-making. The Campaign has leant over backwards to be responsible. Indeed in its willingness to exempt from the right of access material about the currency and the reserves it is in my view being too slavish to the Franks Report. I doubt whether the disclosure of information about sterling would ever cause serious injury to the nation, even if serious injury were interpreted very widely indeed.

But what of the unexempted material, information about the efficacy of drugs used by the National Health Service, the hazards of nuclear power, the condition of our stock of public housing? Why should not the public have legal right to see the papers and consider the implications of the evidence? I do not believe that it is possible to deny that right consistently with the upholding of the democratic ideal. But the practice is difficult, and the public debate which is now under way should focus on the practicalities – and the costs.

Countries which grant their citizens a statutory right of access to the unexempted current records of government have not found it easy to devise a satisfactory system. It is out of the question to allow the public to roam through the registries and filing warehouses where government records are kept. Some index or catalogue has to be maintained and displayed, and to be a useful guide to the public it must be both accurate and informative. I doubt if most departmental indices and catalogues meet these desiderata, and I suspect that this has been the experience in countries like Australia and the US. We should almost certainly have to spend far more than we now do on librarianship in government departments. Perhaps we should take advantage of the confluence of Information Technology and Freedom of Information to change the whole basis of government record keeping – with great benefit to future historians.

But even if this big technical problem could be solved, there is the difficult administrative issue of the identification of those documents within an otherwise open file which should be protected – those for instance which contain both factual and advisory material. My own experience in government tells me how few documents fall neatly into one or other of these categories. And I know too how unsatisfactory it would be to the public reader to have access to a file from which all the subjective and evaluative material had been removed. It is small wonder that the right of access which the public has been given in certain countries has been exercised mainly outside the area of public policy; the greatest demand has been for the disclosure to the person concerned of his personal file – the documentation by government departments and local authorities of information about the individual – the social security beneficiary, the applicant for public funds under some discretionary scheme and so on.

It was these considerations which led me to argue in the Reith Lectures that the most cost-effective way of giving the public the *policy* documents it needed would be to station an expert and independent presence in government departments identifying for publication the important policy material of a factual and analytical kind. It is my belief that the number of government documents (personal files apart) which have to be published to ensure an open democracy is relatively small. The great bulk of government documents are really rather boring and humdrum; and it is not surprising that most are destroyed on the occasion of the periodic reviews permitted under the Public Records Act 1958. So I continue to favour the idea of a statutory audit of public papers by an independent authority responsible to the House of Commons. A ministry who defied the audit would have to justify his action to the appropriate Select Committee. I am, however, now persuaded that there ought to be a statute which establishes the public's entitlement. Without such a provision government will continue to exercise an arbitrary discretion on what it will publish and what it will not.

But if these are the obligations which should be laid on government, what are the obligations which enure to those on whom the government has to depend for the preservation of its legitimate secrets and of the privacy of its internal deliberations? Ms Bok offers some helpful moral guidance here too. Whistle-blowing and leaking are well-developed practices in the US and are seen as having a legitimacy which is more fiercely contested here. (Whistle-blowing is defined as the unauthorized disclosure of information judged to be of public interest by someone who identifies himself and takes the consequences of his action; leaking is the same thing done anonymously.)

The entrusting of secrets to a person who accepts the trust should command a loyalty and a discretion of an almost transcendent kind. That much Ms Bok and I have in common, and we would apply the principle at both the personal and the collective level. The area of speculative interest lies in the word "almost". When and in what circumstances should the trust be broken; should it only be broken openly as the whistle-blower does; and what should be the penalties for breach of trust?

My "almost", in a democracy which has a form of open government on the lines I have advocated, is very nearly 100 per cent. Having given his word, the trustee obliges himself to keep it, very nearly whatever the circumstances. But there are circumstances where the trust could be put under almost intolerable strain, where for instance it placed him in the position of being an accessory to some illegal or unconstitutional act or to some action which did violence to deeply held human values. In *An Enemy of the People*, Dr Stockman (another Scandinavian) justifies his whistle-blowing on the authorities responsible for the pollution at Molledal by appealing to the wider public interest. So did Daniel Ellsberg with the Pentagon Papers. More recently we have had the case of Sarah Tisdall. All these people felt that their trust had been overridden by the behaviour of those from whom they had accepted a trust – and by the consequences of that behaviour.

We must be careful before we denounce such people out of hand. The United States Code of Ethics for government servants asks them to expose corruption wherever it appears and to "put loyalty to the highest moral principles and to country above loyalty to persons, party or government department". This is not of course a charter for whistle-blowers and leakers. But it acknowledges that there may be a higher duty than the one we in this country ask our public servants to accept without qualification. Perhaps the difference between the Americans and ourselves is not all that great. But Dr Ellsberg did not go to prison as did Ms Tisdall. We must be almost alone in the civilized world in invoking the criminal law to stop leaks irrespective of the nature of the injury caused or of the intentions of the leaker. *Mens rea* does not apply to Section 2 of the Official Secrets Act and it is this, together with its offensive catch-all quality, which has attracted so much criticism.

It is not inappropriate for the State to protect its own security and integrity by employing the sanctions of the criminal law. The offence of treachery has for long been treated as a crime nearly everywhere; and the use of the law to protect information whose disclosure would endanger the State follows logically. But to build upon that provision by applying the criminal law to leaks which are merely embarrassing is quite unjustified. The law does not allow other victims of breach of trust to have recourse to the criminal law, though their embarrassment may not be less. The sanction of the disciplinary code, as Franks recognized, is adequate in such cases, whether the offender be an employee of the Crown or of ICI. The deterrent effect of a prosecution must be infinitesimal where the breach of trust by an otherwise loyal person is dictated by conscience – the most imperious mistress of all. The preservation of trust can only be secured with any confidence when governments behave honourably, openly and without deviousness and deceit.

Without Section 2, Sarah Tisdall would not now be in custody. As it is she will have time to read Ms Bok's book and to reflect on what guidance it might have given her six months ago. I suspect that it would not have caused her to act very differently.

Realm of romance

The Morte d'Arthur
BBC 2, May 5, 8.00–9.25pm.

"And then, as the French book saith, the queen and Launcelot were together. And whether they were abed or at other manner or disports, me list not hereof make no mention, for love that time was not as is nowadays." Come, come, Sir Thomas, did they or didn't they? If the Lancelot-Guenevere affair was purely Platonic, then Mordred, determined to stir up scandal, is solely responsible for the "disperpling" of the noble fellowship of the Round Table. Most probably the good knight (who wrote his book during his imprisonment for rape, GBH and other crimes) would agree with King Arthur who was only too willing to overlook the matter on the grounds that men like Lancelot come once in a lifetime, but "queens I might have enow".

Tennyson found a very Victorian answer. He sidesteps the question of what manner of disports his lovers engaged in, but makes Guenevere repent of the scandal she has caused and discard Lancelot at last in favour of her King: "Thou art the highest and most human too, Not Lancelot, nor another . . ." The (royal) family is preserved, though a bit late in the day.

What is the 1984 version? With Guenevere played by Barbara Kellerman and Lancelot (David Robb) looking like a Thirties matinee idol, the assumption must be that they *did*. John Barton's television adaptation of Malory's last two books seems, in other respects, close to Malory's interpretation. This is a struggle for power. Lancelot a cabinet minister involved in some private scandal on which Mordred and his faction seize to overthrow the government. Lancelot's error, worse than a crime, is indiscretion.

Barton himself plays Malory, delivering Malory's sturdy prose in the only speaking part, while the scenes from the story are mimed by a cast of apparently mute actors. The idea, presumably, is to contrast the immediate and harsh reality of Malory's imprisonment and the legendary past that beguiled him during his years in Newgate.

To a large extent, it works. The vitality and charm of Malory's prose are preserved, while the lack of naturalism in the Arthurian scenes places them clearly in the realm of romance. This is particularly effective at the moment of Arthur's transfer to the Vale of Avilion to be healed of his grievous wound: he fades into the mists of the lake under a rose-pink sky, surviving, in legend if not in fact "the once and future king".

To a large extent, but not entirely. The balletic choreography of the battle scenes, the soldiers' surcoats apparently inspired by the White King in *Alice* and the architecture (a kind of roofless perpendicular), belong on the stage, not on a medium where fantasy is most effectively suggested by the manipulation of images. Despite its many virtues and a strong cast (including Jeremy Brett as the King and Sir Anton Dolin giving his last performance as the Archbishop), *The Morte d'Arthur* was the product of a theatrical, not a televisual, imagination.

Robin Buss

Euphoria and pain

The Supermilers: The Four Minute Barrier and Beyond
Channel 4, May 6
Marathon
Channel 4, May 7

It is now 30 years since Roger Bannister broke the most evocative of all sporting records, the four minute mile. It was an achievement all the more impressive for being done on wartime rations, part-time training and mucky cinder tracks and, for all his medical education, without the detailed physiological knowledge that has become part and parcel of the modern runner's preparation.

It is, of course, precisely that knowledge that has made the current boom in marathon running possible and the more serious kind of jogger can be heard to mutter things like "glycogen", "deltoid", "card. vasc." as he/she pounds by. It's a strange phenomenon, a mixture of euphoria and pain, scientific preparation and quirky improvisation, both impressive and pointless and, like all mass activities, comforting and faintly sinister.

Billed as the great democratic sporting event, next Sunday's London Marathon fields 30,000 runners. By contrast, the track mile is still inescapably elitist. "SUB 4" shirts are still very special badges and such is the demand of the event that since Bannister's race only 10 men have lowered the mile record. The marathon is long enough, its contestants various enough in size, age, background and attitude for no rules to apply absolutely. But in the four cottripressed laps of the mile, its runners confront their physical limits in the most immediate and dramatic way imaginable. There *will* be stony-eyed obsessives in the London Marathon and private dramas all the way round the now familiar course; yet these are nothing to the intensity and psychological range of the 10 post-Bannister "supermilers" profiled in Channel 4's film.

Running is a psychological and spiritual phenomenon as well as a physical one. For modern milers like Coe and Ovett, merely winning the race pails in the face of a private battle with the stopwatch and with ever finer divisions of a second off the previous record.

Winning or breaking records, the price is extraordinary. Both Coe and Ovett (who for all their manifold differences seem to have become a single, if rather schizophrenic, sporting personality in the eyes of the media) admit that failure, which both have known, is the final preparation, a glimpse of the one unacceptable alternative. Philosophers abound on the mile track. The great Herb Elliott, undefeated at the distance, looks on the race as a "challenge to death", a kind of existentialist battle with human limits; which doesn't quite explain why he chose to retire when he did. Then there is John Walker, the most glamorous and successful of the milers, driven to go on and on, unable to give up either the plaudits or the pain.

And they all have Jim Ryun to think about. Ryun was tripped during his heat at the Munich Olympics and, in a sense, never got up again. He underwent something like a nervous breakdown and, being a mid-Westerner, a dramatic religious conversion. Failure was too painful to accept. These days he pounds the dead straight roads, alone and in silence. He's back in training. For the marathon.

Brian Morton

Roger Bannister and Seb Coe

Pulcinella climbing his strings

Punch lines

Puppets can be superb but more often are not; either the puppetry technique or the dramatic content fail them. The excellent Puppet Theatre 84 festival, which ended last week, provided plenty of choice and interesting ideas: around 30 companies from 20 countries, many offering two shows; a fringe; exhibitions, films . . . A few were extremely good, but many fell into the puppet trap of putting visuals before drama to the point of excluding it.

For me the most enjoyable show by far was Triangle's *Ideas and Creations* at the ICA which must have been a great boost to the festival in its attempt to show that puppets are suitable for grown-ups as well. They achieved something quite rare, a standard of excellence that applied to the puppets, the puppetry, and the concepts.

A lovely piece called "Reality" featured a marionette getting delicately into bed and having (presumably) a dream – a huge spider, a big bird, and the sleeping puppet's head and spine lifted from its body and floated around before re-siting themselves perfectly. Triangle's blurring of distinctions between fantasy and reality, dreams and real events, is one of their greatest tricks.

In another piece a large and beautiful marionette, Pulcinelle (the ancestor of Mr Punch was originally a string puppet), notices his own strings and keeps trying to climb them, to be repeatedly knocked down by his puppeteer. *Ideas and Creations* also plays with the question of who is operating whom. Hands sometimes come into view, though never obtrusively. In one scene a tug-of-war between two puppets is performed with both puppeteers in full view. This is rare with glove puppets, and worked superbly. The contest was resolved when a glove puppet dog rushed in and grabbed the rope.

Also at the ICA, and also with some ingenious figures, the Theaterra company from West Germany gave a show for children called Don't Be Afraid of the Animals. The Theaterra puppets were mostly made from kitchen objects: a potato masher monster; a family of spoons; a mop-head dog. But delightful figures on their own don't make a show, and Theaterra had not paid enough attention to sound or drama. At the end of the performance they explained worthily what the puppets were made of, thus dispelling any magic there might have remained.

Indonesian puppets are all magic, entirely exotic. They are delicate almost beyond belief, with thin arms and fragile faces, and headgear carved and painted with the detail of Chinese paper cuts. *The Death of Hanya Penangsang* was told in seven scenes and about 90 minutes – a merciful concession to the West since puppet performances in Central Java can last for 24 hours. Despite, or perhaps because of the programme notes, the plot was impenetrable so one had to content oneself with the spectacle, the music, and the strangeness of being invited to walk around to view the figures from all angles.

The Indonesian show had possibly the most ancient tradition while the Australian Handspan company had none at all. They had attempted, inadequately, to borrow from several. Their adult show, *Secrets*, had one or two visual images that were excellent, derivative of Spain's superb La Claca company. But a few strong images in an hour and a half is not enough, and neither does the phrase "surreal collage" excuse incoherent tat. *Streetwise*, their offering to children, was similarly inexcusable. Professor Rod Burnett's Punch and Judy, performed in Covent Garden close to the place where Punch made his British debut, could have taught them a lot.

Puppet Theatre 84 showed once again how much puppet activity there is. But while there are undoubtedly a lot of ideas and talented people among the puppet fraternity there is no room for complacency; they have still to prove themselves if they hope to be taken entirely seriously.

Frances Farrer

Thumb-nail sketches

Down and Out in Paris and London. The Gate at the Latchmere, Battersea.

Lou Stein's adaptation for the stage gives us two Orwells. The younger is an enthusiastic and naive ex-public schoolboy who treats his descent into the lower depths as a bit of an adventure. The older is the more familiar figure – dark shirt and tie, tweed jacket with leather elbow patches – a lean, dispassionate man with a notebook, dressed in the uniform of the Thirties radical.

We don't need the older Orwell to make a faithful stage adaptation of the book which Orwell wrote when he was in his twenties. The convention of having the maturely cynical Orwell keeping an eye on the proceedings is sometimes a bit unwieldy. Nevertheless, Stein has recognized, rightly I think, that the book is the work of an underdeveloped talent. A lot of the theorizing now seems like bosh. Yes, we still make work a "fetish" if we've got it, but the notion that useless work like the luxury restaurant and hotel trade is created by the ruling classes to keep the mob at bay is discredited by today's events.

In concentrating on the richness of character and anecdote in the book, wisely expunging Orwell's casual anti semitism and steering clear of a lot of the less well-baked philosophizing, this excellently lively production gives us the best of *Down and Out in Paris and London*. There are some terrific performances, notably Michael Kilgarriff as the bedbug-chasing Russian head waiter down on his luck and Ronan Wilmot as the Irish tramp who doesn't dare steal a milk bottle. Often an actor's paradise (as this adaptation clearly is) can turn into an audience's nightmare, but this cast, even in the doubled and trebled roles, produces a seemingly endless succession of wonderful thumb-nail sketches without succumbing to the temptations of going over the top.

Nick Baker

Party piece

The David Wood Magic and Music Show (recently at the Lyric, Hammersmith) is the apotheosis of children's party entertainment. Mr Wood is not so much a jolly uncle figure as a genial older brother, never patronizing his audience (aged three upwards), always turning every tiny contribution from them to good account without once indulging in a knowing wink to the adults present.

The components of the show – songs, sometimes his own like *The Gingerbread Man*, and surprise tricks – are not in themselves remarkable. But Mr Wood is a talented actor and (as is clear from his plays for children) has the imagination to enter a child's world. He also knows just how long a joke can go on being funny. The result is that everyone (parents too) enjoyed his show unreservedly.

Heather Neill

Encourage children to read and raise money for charity at the same time. **Readathon** week (May 28 to June 3) is the latest promotion idea dreamed up by Books for Students. Over 200,000 participants, from infants to university entrants, have already been enrolled by their schools for a sponsored reading. The money they raise will go to Mencap. Contact Books for Students Ltd, 58–64 Berrington Road, Sydenham Estate, Leamington Spa CV31 1NB (0926 29341) to enrol.

HISTORICAL MUSICALS

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Defending the world's arts

Peter Brinson at an international symposium in Banff

Thirty four artists or arts-related specialists from 12 countries assembled for four days recently at the Banff Centre in Canada's Rocky Mountains to discuss ways in which the world's artists might play a bigger role in international decision-making and defence of the world's arts.

Underlying all discussion was the issue of the arts in international communication, particularly support for the cultures and cultural integrity of developing nations in the face of superior communication technology possessed by developed nations. "Dallasization" became a conference bandwagon word. An important conclusion was the need for a cultural dimension to the Brandt Reports on aid and development. These reports have dealt with the political and economic strategies necessary to alleviate inequalities and hostility between North and South. The omission of cultural considerations in, say, North-South aid programmes often leads to the wrong kind of aid being offered in the wrong way at the wrong time. Hence the need for a third dimension to Brandt and hence, too, the emphasis given to developing nations among the Banff participants. Seven of the 12 nations related to the so-called third world – Brazil, India, Jamaica, Mexico, Papua-New Guinea, Sri Lanka and Zambia; four related to the first world – Australia, Canada, the United Kingdom and the United States; and one to the second world – Poland. If the choices seem unusual they are the result, in part, of outside consideration and influences; some who planned to attend could not get government permission and some were prevented by recent political changes at home.

The conference was never intended to be a large affair since its task was to review theories and plans for the real thing next year. In effect it planned or laid down guidelines for an International Symposium on the Arts to be held at Banff from April 6–12 1985. Invitations will be issued to more than 200 artists from socialist and non-socialist countries, developed and developing nations to consider the issues in much greater detail and establish a framework for international action – such as scientists have developed over the last 30 years through their Pugwash international conferences and corresponding national organizations.

The Banff Centre is an extraordinary institution, having begun as a centre of continuing education serving what were then the rather remote populations of Alberta as well as visitors to the splendour of the Canadian Rockies. Today the scale is many times bigger and the emphasis on artistic standards and the artist's role in society is much greater. The centre is dedicated to developing young artists of every kind; providing a resource for those established in their careers; spreading the influence of the arts at professional standard throughout Canadian life; and to exploring the international diversity of the arts. To do this, in a setting beneath huge tree-clad mountains, it has created a remarkable complex of studios, rehearsal space, workshops, theatres, concert halls, galleries and conference facilities for year-round programmes little affected by winter snow or summer heat.

The recent initiative was taken to mark the centre's fiftieth anniversary and extend its international emphasis not only in future connexions but in immediate practice. Much of the preparatory research work and planning over the last 18 months was undertaken, for example, by the Research Department of the Laban Centre for Movement and Dance in South East London. Apart from assembling lists of artists of every kind around the world, the Laban responsibilities included studies of the arts in relation to new technology, especially communication technology, and studies of the influence of the arts on individual life, on national life and on international life with particular reference to the needs of developing nations.

The Symposium next year will carry these initial studies to a point where a Brandt-style report can be considered on the cultural dimension of international relations, centred on the arts. The results are likely to be challenging because it was insisted that those invited should include craftsmen and young artists as well as individuals with international stature. Unesco, which sent a welcoming telegram to Banff, will have observer status alongside other international cultural organizations. But Unesco is an organization of governments; Banff aims to produce an organization of artists across cultural and political boundaries dedicated to influence governments against wilder actions which threaten the world's imaginative resources. Potentially, an alliance of artists with scientists say, and ecologists and other environmentalists appealing direct to the public might achieve an international understanding where statesmen have failed.

Verbal Jim Nasties

Say the Word.
Heatham House Youth Theatre, Twickenham.
The Napoleon of Notting Hill.
The Old Vic Youth Theatre at the Jeannetta Cochrane Theatre.

The letters page of *The TES* addresses itself to the major issues of the day. We've heard all about Boy George's schooldays; now, an answer please to the really big question: did John Lennon always write like that? His two books, *In His Own Write* and *A Spaniard in the Works* turn language on its head. Were his English essays like that too?

If they were the English department of Quarry Bank Grammar School has my sympathy. *Say The Word* was a play based on the words and music of John Lennon. Largely drawn from one of his short stories, its relentless verbal gymnastics (Jim Nasties, Lennon would doubtless have called them) were ultimately as wearying as an overdose of *Finnegans Wake*.

There was no respite as troupes of imaginary characters straight out of the pages of his already-voluminous poems, short stories, novels and miscellaneous works invaded the bedroom of young Henry. He was a dreamer, a Billy Liver or Walter Mitty-wack, and acted out his fantasies with the help of the anonymous visitors and – needless to say – generous dollops of Lennon's music. Young Chris Mahrle did very well as Henry in the Heatham House Youth Theatre production which was written and directed by Fabian Worsfield. The supporting cast were alright too, and of course I enjoyed the music. I only wish the script had been in English.

Notting Hill (Lennonized it would be Not in Hell, I suppose), otherwise London W11, is where they have the carnival, where Holland Park School is situated and where I had my first London bedsit. That gives you some idea of the place. The Old Vic Youth Theatre's new adaptation of G K Chesterton's *The Napoleon of Notting Hill* wouldn't.

Taking its tone from the determined whimsy of the novel, the show was a riot of colour and seemed to be taking place in the never-never London of Dick Whittington. Although there was a sameness about much of Chuck Mallet's music (due perhaps to the accompaniment being limited to a single piano) it was tuneful enough and the cast, decked out in all manner of frock coats and Ruritanian uniforms, still coped well with the singing and dancing. David O'Donovan made more than could have been expected of the part of Auberon Quin, the elected King of London with the mind (and actions) of a six-year-old. He got his just deserts at the hands of the romantic Notting Hill hero Adam Wayne, played by Joanna Watt, although the reason for the cross-casting was never made clear.

Of the story itself little needs to be said – other than that the Old Vic Youth Theatre missed a unique opportunity. Several other youth theatres in the capital would have given their eye teeth to have come across a story involving a despotic king of London, elections that get forgotten about and a grassroots belief that everything the king did was "a ridiculous waste of taxpayers' money". There's more than a moral there somewhere, especially when one discovers that Chesterton set his story in 1984.

Hugh David

Minority voices

AFFOR (All Faiths For One Race). Conference for Budding Afro, Caribbean, and Asian Writers.
The Triangle, Birmingham.

Opening Birmingham's first one-day conference for African, Caribbean and Asian writers recently, Yvonne Spence of AFFOR defined the idea behind the project as answering a deeply felt need for members of these communities to make their own contribution to our multi-racial society. "Recently a lot of materials have come out, both in schools and the media, which are supposed to represent a multi-racial Britain" she said, "but there is very little coming from us. Most of what is produced, particularly for schools, is from a white perspective and the purpose of this conference is a practical one to help those of you who are writing to get published."

Practical help followed in the form of workshops, each led by an established writer: James Berry on the process of writing a poem, John Agard on the value of the oral tradition of childhood rhymes in adult poem writing, Farrukh Dhondy on writing for television and Prabhu Guptara on writing features for papers and magazines. Representatives of publishing houses outlined "What we're looking for" and Grace Nicholls discussed the processes involved in getting material into print. In the evening, after a performance by the Scylwyn Theatre Company from Soweto, there were readings by young, local writers and by the experienced poets and authors who had led the morning workshops.

These revealed two parallel needs among the 40 or so young writers who attended the conference: to find outlets for their material, and to share in discussion common feelings of being frustrated in their work because they speak with a minority voice, and come from backgrounds and cultures little understood by the white population.

But Farrukh Dhondy sounded a warning voice against too much ideological introspection. Prophesying that we should soon see an enormous explosion of creative output from writers of these cultures he continued: "I should like to make the case that there is really no such thing as 'black' or 'multi-racial' literature. These terms belong to the critical language of teachers and reviewers which is in danger of stereotyping young writers".

Ann FitzGerald

In conjunction with this conference West Midlands Arts is offering two writing bursaries, for one year, for writers to work on a creative writing attachment at the AFFOR centre in Birmingham working primarily with Afro-Caribbean and Asian people respectively. Details and application forms can be obtained from David Hart, Drama/Literature Officer, WMA, Brunswick Terrace, Stafford ST16 1BZ. Tel: (0785) 59231/5.

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No one's fool

Scully.
Granada Television for Channel 4. Mondays, from May 14, 8.00pm.

For anyone outside Liverpool, say from Southport or West Kirby, it may be necessary to explain that the anti-heroic Scully began life when his creator, Alan Bleasdale, then teaching remedial 15 year-olds on Merseyside, wanted a "reader" that would engage his pupils' respect. "I decided to write a story for them set in their own parish. That was the first time I realized I could write."

Since then, the *Scully* stories have been broadcast on BBC Radio Merseyside and Radio 4, there has been a BBC "Play for Today" and two novels – as well as *The Franny Scully Show* on commercial radio. Obviously not one to waste a good idea, Bleasdale has now turned the stories into an all-film, all-location serial that is alternately hilarious and knackeringly painful. As in all his incarnations, street-wise Scully is in his last year at school, in a Catholic comprehensive somewhere near Huyton. He is gifted at drama which he loathes ("Do I look as though I wear a bra?") but has a very different ambition: to play professional football, one result of which is that Liverpool FC's Kenny Dalglish keeps materializing in front of him.

Besides this embarrassment and that of being pressganged into the school pantomime by the daunting, chain-smoking Mrs Heath (English and drama), Scully has to contend with a family that includes a habitually hung-over gran, a brother hooked on trains and a nine year-old younger brother who is happily into transvestism. As Scully's long-suffering mother says, "It's costin' me a fortune in lipstick". Scully is also up against an unfriendly neighbourhood policeman, Isaiah ("One eye is 'igher than the other"), the school caretaker Dracula, his side-kick Castanets (so called because of his false teeth) and a hopelessly liberal maths teacher. As Scully says at the beginning of one of his lessons, "This isn't going to be very nice".

Some will say it is merely farcical. One lady journalist at the press preview refused to believe teachers ever smoke in corridors. In fact, partly because of the locations but especially because of Bleasdale's ear for dialogue and eye for detail, it is frighteningly realistic. For my own part, and after reading the novels, I would have prefered Scully to be more vulnerable than he appears in Andrew Schofield's playing of the role, but perhaps it is merely romantic to wish this to be the case. After all, Scully is no one's fool and yet he's a loser. That is why, for me, *Scully* is more painful than *Boys from the Blackstuff*, as well as being a very funny comedy.

Whatever you feel about the presentation of negative images, watch it. If you don't, be careful the morning after transmission not to turn your back on the class when writing on the board.

David Self

Andrew Schofield as Scully

Next week

Reference books: reviews of a wide variety of dictionaries, encyclopedias and atlases

Sharing and making music

Menhuin/RPO. Soloist, Clare McFarlane.
Concert at the Barbican Hall April 26.
The Yehudi Menhuin School.

Virtuoso violinist, conductor, teacher – Yehudi Menhuin is all three. The recent concert at the Barbican brought him together with former pupil 21-year-old Clare McFarlane in the Mendelssohn Violin Concerto. Yehudi Menhuin has of course taken the solo part in this work on countless occasions, perhaps the most memorable being the time when, during the Second World War, the Paris Opera House was opened for him to perform it in front of an enthusiastic, Marseillaise-singing audience. But this time it was his pupil's turn to step into the limelight.

Technical virtuosity was to be expected from this talented young violinist, winner of the BBC Young Musician of the Year contest in 1980 and numerous other distinctions. Ms McFarlane's wholehearted commitment to this popular concerto was a shade too serious at times, perhaps, for this dancing, dazzling work; her interpretation was evidently one of a young person who had received a musical education based on something wider than mere technical training.

The Yehudi Menhuin School at Stoke d'Abernon is a monument to this remarkable man, who at 68 is still as active as ever in the cause of education. His most recent project is a student exchange venture in collaboration with the Chinese government. The school, now in its twenty-first year, aims to foster exceptional talent by providing academic and instrumental learning under one roof. It comprises about 50 pupils aged from 8 to 18 years, and there are 5 new places each year. Pupils are admitted on the basis of musical potential rather than examination results, and, although the school is primarily concerned with musical achievement it is dedicated to the all-round artist rather than the narrow technician. To this end much emphasis is laid on participation in chamber music groups and ensembles, as important in the student's musical education as solo performance. Older pupils guide the younger ones, not only in their musical studies; shared responsibility extends to domestic matters such as putting the younger children to bed and keeping the school donkey fed and watered. The Menhuin philosophy stresses the importance of the relationship between the child and his or her teacher, but at the same time flexibility and adaptability to new ideas through exposure to different teachers and teaching methods is also encouraged.

The daily timetable is divided into three and a half hours music (including theory, composition, choral singing and ensemble work) and three and a half hours academic work. Practice is done in free evenings and in breaks. O and A levels are staggered over five or six years to allow more time for performance in the last years. In 1983 there were seven A level passes, though passes at O level (27) were in a greater range of subjects than at A level, where only music and history were offered. The school has an impressive list of new equipment, including a BBC Model B microcomputer and an Olivetti printer.

A feature of the school is the large number of concerts – over 120 a year – essential experience for budding soloists. Pupils are encouraged to perform in a variety of venues from old people's homes to concert halls, once again to stress sharing and making music rather than personal achievement. Practice and rehearsal are as important as public performance, the emphasis being laid on the quality of the work and on developing an understanding of the music of a particular composer. Competitions are regarded as essential training for all students, helping them to overcome the traumas of playing under difficult circumstances, rather than as a means to winning personal triumphs. Nevertheless, in 1983 four students gained major awards in international competitions, and the school received 13 special and 10 university and conservatoire awards.

The teachers, (who include the celebrated pianist, Louis Kentner, and the violinist Hans Keller), believe that only through self-directed learning and self-education will their pupils develop the musical and instrumental mastery to make a significant personal contribution to the world of music. Perhaps the specialist music school has more aims in common with mainstream educational thinking than are sometimes accredited to it.

Philippa Davidson

Crime and punishment

Breakneck
Theatre Royal, Stratford East.

"If this was France she'd only have got three years . . ." Yet Vince Foxall's play, *Breakneck*, about Ruth Ellis, the last woman in Britain to be hanged, fails to make a convincing case for giving the murder the dramatic status of *crime passionel*. "I was just very upset" is hardly the most heartfelt sounding plea of diminished responsibility.

That's not to say that the play doesn't portray Ellis as a victim, but it was the dangerous blend of sex and money, thinly veneered with a cheap glamour that really caused her downfall. Her miscarriage, two weeks before the murder of her lover should have earned her reprieve. At that time it seemed only to add to her crime.

Foxall's play makes a fairly convincing re-evocation of seedy Edgar Wallace London in the Fifties, all platinum blondes and paste jewellery. A time when the highest possible compliment a woman could get was being told she had "class". Ruth Ellis never had it, always wanted it. The closest she got to it was her affair with jet-set racing driver David Blakely who turned out to be just as seedy as she was. In the end he rejected her, with fatal consequences for them both. Robert Daws as Blakely is excellent. Had this been a "real" Fifties piece you can imagine the part played by an unshaven Dirk Bogarde.

Mary Maddox sensibly avoids portraying Ruth as martyr. Instead she gives us a bitter, brittle creation, swearing like a trooper in a feigned cut glass accent, her jokes authentically biting and unfunny. However, Foxall tries to link the horrible events of 1955 with today by use of a clumsy and unlikely fiction, a "flash forward" in which we see two women, one an ex prostitute, the other a released murderess trying to set up an authentic Fifties-style drinking club in the present day. The shady businessman-crook who puts the heat on them is the same one who ran Ruth Ellis 30 years previously. Only this time the women fight back against corruption alternately referring to the memory of Ellis as Touchstone and jinx.

Ruth Ellis' pathetic story of delusions of grandeur, twisted love and rejection is in itself not enough to make a good play. Her historical position as last woman on the scaffold lends it little more than an eerie significance. Trying to make her story a model for Britain in the Fifties, with the blame landing on obsession with class, unfair treatment of women and lack of regard for passion just doesn't ring true. More significantly representative of how Britain was at the time were the events *after* the murder, when one man had to make what was really then a political decision – whether Ellis should live or die. The Great British public wanted her to live, the Great British establishment wanted her dead.

Nick Baker

Art of the possible

I admit I was sceptical. A two-week training course for disabled people "seeking to pursue a career in theatre" would, I thought, encourage unrealistic hopes.

"Theatre is a wicked profession, full of frustrations," admitted Caroline Noh, artistic director of Grease, Britain's only professional theatre for disabled actors. She was preparing for the company's first training programme, where tutors would lead classes including movement, voice, acting technique and improvisation. From this beginning, Grease hopes eventually to develop a drama school. "We'll point out the realities," Caroline Noh explained "Theatre isn't an easy life, but we say have a go. We have to build for a possible future."

In wheelchairs, on sticks or on foot, a dozen participants arrived at London's Goldsmiths' College. They came from Birmingham, Manchester, Aberdeen. Mostly young, they included a dwarf, a blind woman and a spastic so severely disabled she was strapped into her wheelchair. She, it transpired, had written four plays. Mark, a college student, was directing an amateur production from his wheelchair. Wayne, also wheelchair-bound, was doing an A level project on Grease and "jumped at the chance" to attend the course.

A few had professional ambitions, but most viewed the course as a mixture of challenge and fun. "I love getting on stage and being a twit," laughted Kate, who's blind and "comes to any workshop that seems any good."

Movement was the first session. Starting with warm-up exercises, everyone was soon dancing to music. Out of their wheelchairs and onto the floor, students used whatever muscles they have use of for a structured routine. It didn't look much different from some modern dance performances.

At lunch on the college lawn, everyone was pleased with their morning's work-out. Even a trainee drama teacher, seconded to the course, had also learned something. "The temptation is to suggest that disabled students sit at the back during a movement lesson," she said. "Today showed me what can be achieved."

Yvonne Poulson in Grease Theatre Co Workshop

On May 5, the students staged a performance for Grease's Board of Management and other invited guests. What the audience saw was not just a display of newly-acquired theatre skills; more important, Grease's training course demonstrates the art of the possible.

Marsha Hanlon

Conjuror's trick

Letters to Alice on first reading Jane Austen. By Fay Weldon. Michael Joseph/Rainbird £8.95.

When I finished Letters to Alice, I had an image of Fay Weldon as conjuror, whipping a cloth from a generously-laden table and leaving the plates of food and glasses of wine mysteriously undisturbed. It came unbidden, and does not suffer too close an interpretation. Crudely, I think the cloth represents literary subsidiaries like college English departments, while the table stands for good novelists and the repast their works. The thought of her as a conjuror reflects the combination of interpretation, autobiography and fiction in these 127 elegantly-printed pages – comparable to producing a pack of cards, 12 silk scarves and a dove out of one flat pocket.

Alice is a fictional niece, who has just started a college course in English literature and has written to her Aunt Fay remarking that she finds Jane Austen "boring, petty and irrelevant". Aunt Fay's half of the subsequent correspondence forms an epistolatory novel which, as the blurb says, "echoes a series of letters that Jane Austen actually did send to her niece who was trying to become a novelist, and which summed up her views of what was important in life and literature". What Aunt Fay thinks is important in life *is* literature. Those books that "refresh and enlighten the reader, so that on his, or her, return to reality, that reality itself has changed, however minutely". "Writing," she tells Alice, "is an odd activity – other people have occupations, jobs; the writer's life is work, and the work is the life, and there can be no holidays from it."

I wish she'd been around in her present guise when I was studying *Emma* for A level 30-odd years ago. As a stroppy, horse-riding 16 year-old, I found the novel every bit as boring and petty as punk-haired, liberated Alice does. Yet if only I'd known some of the things she tells her fictional niece, I might have been much more receptive. That, for example, Jane Austen fainted when told they were moving from a beloved family home (a situation I would have identified with); that 70 per cent of women remained unmarried, though marriage was the one escape from the lottery they were born into – "So to marry was a great prize. It was a woman's aim. No wonder Jane Austen's heroines were so absorbed by the matter". That, probably "half the nation's women" remained virgins all their life" for the "sense of sexual sin ran high". Of course my teachers didn't talk about virginity and sexual sin; but if they had, I would certainly have been much more interested, and might even have gone to university to study English.

When I likened English departments to dispensable tablecloths, I *did not* mean that Fay Weldon wants them done away with. She does not believe that Alice "would do better out of their care than in". But she warns her against the continual analysis of novels by those who cannot write them: "As well take a fly to bits, and hope that the bits will explain the creature." And she warns the educational and arts establishments against taking the touring, performing writer for granted. This last warning is a twin to the one she gave publishers at the Booker Prize ceremony. Without writers, your institutions would not exist.

The conjuror's sleight of hand occurs when Alice, who has been struggling to write what we are led to believe will turn out to be a thoroughly incompetent novel, fails her exams and immediately has her book accepted for publication. It is true that she *may* continue to study English elsewhere, but as the novel looks like becoming a bestseller, this probably won't happen.

Either way, her aunt has introduced her to the concept of the City of Invention, which lies at a mid-way point between the Road to Heaven and the Road to Hell", and "glitters and glances with life, and gossip, and colour, and fantasy". Its buildings are the Houses of the Imagination created by writers. The great Castle Shakespeare looms at its heart, respectable streets like Mannstrasse and Melville Ave stretch across it, two suburbs run together – the red-light district Porno and Sci-Fi Town. "If you plan to build here," she urges Alice, "you *must* know the city." The conjuror has made the fictional a reality, defying all who have said – since Jane Austen first reported them – "Oh! it is only a novel!"

To make much of the art form one practises, to celebrate it, to glory in it, arouses disapproval in some quarters – particularly if it is done in straightforward language, with unmixed enthusiasm. Fay Weldon's credentials are intact: she is a good writer whom thousands of people willingly read, and she travels widely and avarely in the City of Invention. She is an aunt the would-be novelist may trust.

Paddy Kitchen

BOOKS

Neither Shakespeare, nor 'easy'

by Roger McKnight

It is evidently a particularly bad day in the life of Adrian Mole when he confides to his diary: "My brain is hurting. I have had two pages of *Macbeth* to translate into English". As if in answer to Adrian Mole's unspoken prayer there comes, pat on Shakespeare's birthday, **Shakespeare Made Easy** by Alan Durband (Hutchinson £1.95 each): four titles available now, two more in the pipeline and all offering a "full modern translation" that makes *Macbeth*, *Romeo and Juliet*, *Julius Caesar* and the *Merchant of Venice* "accessible to everyone as they were when they were originally written". It is, we are to understand, a notable breakthrough: "At last – *Macbeth* in language everyone can understand: For the first time, Shakespeare's most powerful tragedy comes to life in a clear, modern version. Now you can grasp the magic, the murders and the madness of this famous story of kinship and revenge."

Clarity is lost in the breathless rush of promises: is *Macbeth* coming to life for the first time ever or is this the first of the modern versions to bring it to life? One hopes at this stage that the goods are superior to the packaging, that the huckster's accents with their promise of instant satisfaction are no more true than they usually are to the commodity they advertise. If with *Romeo and Juliet* we can "instantly grasp the romance, the passion and the tragedy of the world's most famous love story", won't some depth of romance, passion and tragedy have escaped in the instant? If "at last Shakespeare really is made easy", isn't there going to be a price? In the market place waits the vast army of O and A level literature students and their teachers. This is the age of the *New English Bible*. Is it going to matter if (as will surely happen if this series catches on) Shakespeare follows the Authorized Version in beginning to slip out of sight?

Alan Durband's edition's place the original text on the left hand pages of the book and the "translation" on the right. This is handy. Adrian Mole gets his homework done more quickly and we can conveniently judge what use the exercise will have been to him. He is advised (or, rather, his teacher is advised – for this series is clearly intended to be an answer to the teacher's prayer too) that he can read a modern version that is "dramatic and exciting to read on its own" and "then refer to and read the original to appreciate the subtlety of Shakespeare's language and poetry". Here is what he gets Macbeth contemplates the murder of Duncan.
First the original:

Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking off;
And pity, like a naked new-born babe,
Striding the blast, or Heaven's cherubim, horsed
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye,
That tears shall drown the wind.

The "modern English version" runs so:

Besides this Duncan has used his power so gently, he's been so incorruptible in his great office, that his virtues will plead like angels, their tongues trumpeting the damnable horror of his murder. It would be as pitiful as if a new-born baby were exposed to a storm, or angels were subjected to a hurricane. Tears would blind the eye and drown the wind.

The "modern English" version should, be true both to the *nature* of the original and to the living English that we speak and write now. This is neither. It is an unreadable hybrid, inescapably dependent on the original but distorting it intolerably. No one ever spoke or thought in those accents and what "drama" or "excitement" can survive the absence of a living English? Equally, Mr Durband doesn't seem to understand the poetry and thus misrepresents Shakespeare's meaning. You can't tack Shakespearean "subtlety" of "language and poetry" onto the Durband versions, most obviously when the versions are as wide of the mark as this one: Shakespeare's magnificent figure of Pity includes the implication of innocent vulnerability and the inherent power of simple goodness and so (like Macbeth himself) we have the measure of the dreadful deed he contemplates. Durband's "it would be as pitiful as if" substitutes a feeble comparison from which the terrible force, indeed the terrible *meaning* of the original is lost. It is an act of sacrilege that Macbeth contemplates. "Deep damnation" tells us what that means; "damnable horror" evacuates the original of its religious meaning and reduces it to a journalistic cliché. It is neither Shakespeare nor "easy". Imaginative truth disappears under a paraphrase that is not just rhythmically inert and unidiomatic but fundamentally inaccurate.

On these terms a "language everyone can understand" is not worth having. It should be the business of English teachers to resist rather than promote such a language. For *Shakespeare Made Easy* systematically devalues the imagination, indeed denies its function in the growth of moral understanding. Democratizing the beautiful and ironic exchange between Duncan and Banquo as they stand before Macbeth's castle yield this:

Duncan: This castle hath a pleasant seat; the air
Nimbly and sweetly recommends itself
Unto our gentle senses
becomes
The castle is pleasantly situated.
The sweet and bracing air appeals to me.
Banquo: This guest of summer,
The temple-haunted martlet, does approve,
By his loved mansionry, that the heaven's breath
Smells wooingly here.
becomes
The scent must be attractive. In summertime, the swallows usually haunt our churches, but they've opted to build their houses here.

As with the 'Pity' speech the sanctity with which Shakespeare's language invests the scene is blown away in the ludicrous banality of the paraphrase. Instead of heaven's breath it is the scents of the perfume counter that fill this pleasant seat. And the martlet isn't drawn by the odour of sanctity, he "opts" for a position as if, like Duncan himself, he has been leafing through the real estate brochures. "Situated", "bracing air" and "opted" cannot be innocently exchanged with their supposed Shakespearean equivalents; they are expressions into which modern usage intrudes wholly inappropriate associations. "Everyone can understand" it, no doubt, but they aren't understanding Shakespeare any more than they are when Mr Durband translates Macbeth's "After life's fitful fever he sleeps well" with "After the ups and downs of life he sleeps soundly". There are no "ups" in that "fitful fever".

The job Mr Durband tries to do, and of whose outcome his publishers are so sure, is impossible. Again and again, one feels that he half recognizes as much. He is frequently trapped by the artifice or the metaphorical density of the original, his efforts to make the texts "come to life" (*sic*) lamed by the resistance of his material. *Romeo and Juliet* brings out all that is misconceived about *Shakespeare Made Easy*. For instance,

Romeo: Ah Juliet, if the measure of the joy
Be heaped like mine, and that thy skill be more
To blazon it, then sweeten with thy breath
This neighbour air, and let rich music's tongue
Unfold the imagined happiness that both
Receive in either by this dear encounter
becomes
Ah Juliet! If your job is as great as mine and your powers of communication greater, speak with your sweet breath the precious words that describe the mutual happiness of our dear meeting.

That exclamation mark should herald rapture. Instead we get a hotch-potch of modern English phrases that compose nothing at all that we could call expressive, let along "rapturous" (as the original certainly is). "Sweet breath" and "precious words" belong to a different world from "powers of communication" and "mutual happiness". Rhythmically too, the modern version is dead; nothing in it answers to the elation of the original. A "modern English version" will only be of any value if it is true to the *spirit* of the original. Prose such as this kills it. What a reader "understands" from such prose is something quite different from what there is to be understood in Shakespeare's *Romeo and Juliet*. Can we doubt that if *Shakespeare Made Easy* makes its way into schools it will be not Shakespeare but the "modern English version" that is "understood". It is an ill-conceived enterprise that invites the abdication of the teacher's responsibility. What Adrian Mole needs is a good teacher with a feeling for Shakespeare's language – and adequate footnotes. (These are none in the Durband versions). Shakespeare cannot be "easy" and still be Shakespeare.

1: The Secret Diary of Adrian Mole, aged 13¾, by Sue Townsend.

Roger Knight is Senior Lecturer in Education in the University of Leicester and edited of the *Use of English*.

Dream spot

C'est le Goulag! By Plantu.
Published by La Découverte-Maspero, 1 Place Paul Painleve, 75009 Paris and Le Monde, 5 rue des Italiens, 75009 Paris. 39 francs.

Drawing is usually the most despised subject on the French school curriculum. But it was lycée art classes which started Jean Plantu on the route which has led to a French political cartoonist's dream spot: a place on *Le Monde* in which cartoons are the main graphic element. The paper still refuses to use news photographs.

Education and the Third World have occupied a large place in Plantu's work since he started 10 years ago – in his early twenties – submitting drawings to the educaton and diplomatic supplements of *Le Monde*. But now he turns his pen to the whole range of political quirks and contradictions for the main paper.

A number of his cartoons have just been collected in *C'est le Goulag!* published by La Découverte-Maspero/*Le Monde*. The socialist rose shoots up on an enormously tall, but fragile, stem after the 1981 victories. The Rolls Royce owners reading the government programme are sure that France has turned overnight into Russia. Ex-prime minister Raymond Barre smiles to see the present prime minister Pierre Mauroy using the same old formula to incite the country to effort. Not there, unfortunately, are some of his English psychological bull's-eyes: Mrs Thatcher as a brick wall, impervious to the unemployed; Mrs Thatcher yelling "No" and "Europe" with the same voice: "commuNauate Opeene!"

Among English cartoonists he admires Giles – "those twins!" – and Trog. "Now tell me about English education," he says. "Do you have the same problem of private schools?" Twenty minutes later it is obvious that I am the one who has been grilled. All very appropriate for a paper on which the contributors' most venial sin would be to risk an instant reaction. Blessed are those who think.

Herewith Plantu's vision of the French education minister's dilemma.

Anne Corbett

The Makioka "Sisters". By Junichirō Tanizaki, translated by E Seidensticker (Picador £2.95). The Samurai by Shūsaku Endō. Translated by Van Gessel (Penguin £2.95). It is good to be able to welcome these two more readable paperback translations of modern Japanese fiction. *The Makioka Sisters* is a classic story of a family in Osaka during the Thirties, but the English reader may want to start on *The Samurai*, a historical novel by a Catholic writer who has experienced the clash of Western and Japanese culture in his own life.

Robin Buss

Unpalatable truths

The Kindness That Kills: The Churches' Simplistic Response to Social Issues. Edited by Digby Anderson. SPCK £3.95. 0 281 04096 6.

Western political philosophy has seen few debates as long lasting as that between the forces of God and Caesar about their relative jurisdictions. In the United States there is currently an explosion of political activity by religious groups despite that country's adherence to the separation of church and state. Battle has been joined on a number of levels and from a number of political perspectives. The Moral Majority's Jerry Falwell symbolizes the New Right's concern with so-called "family issues" such as abortion, women's liberation and homosexual equality and the interest of some on the Right of American politics in extending Christian participation in politics.

The Catholic Bishops' recent pronouncements reflect the liberal/Left concern with the nuclear freeze and that Church's willingness to pronounce on contentious political matters. Groups such as the Institute for Religion and Democracy monitor the extent to which naive churchgoers are unwittingly supporting terrorist movements via the collection plate and thus highlight the absence of accountability of church leaders to their congregations in such matters. Finally, individuals such as Michael Novak have produced extensive defences of capitalism from a Christian perspective.

Digby Anderson's collection of essays (which comes from the Institute of Economic Affairs) echoes some of the themes of the American debate in that it attacks the way in which the churches in Britain have allowed themselves to become the mouthpieces for the woolly Left. Its range of issues runs from racism to unemployment and from education to the role of multinationals, the authors criticize the churches for bias, naivety and ignorance of economic and political realities. Behind their specific discussions there is the general feeling of an irrational hostility to capitalism and the market economy which neglects the very potent case which can be made for an order where personal freedom and collective wealth are maximized.

As in any collection of essays, there is a certain unevenness of quality and diversity of purpose; and it is a pity that so many of the authors do not have the space to develop their themes. Thus David Martin's sophisticated reflections on the ambiguities of the Anglican Church's position as a *national* church is sadly truncated. He seems to be articulating a position which is all too rarely expressed – that the Church of England's intricate relationship with the country's history and culture is something which might be spiritually and politically far more valuable than explicit attempts by bishops to alter government policy. Similarly Rachel Stear's plea for a more balanced discussion of social and economic issues by religious leaders and her overview of some important writings on the religion and capitalism, while a perfectly satisfactory *hors d'oeuvre*, is hardly a substantial bibliography. And, while Digby Anderson scores some good points against both the unreflective use of sociological studies and the Bishop of Liverpool in the essay "Eating Sheppard's Pie" some of his criticisms of sociology could with little difficulty be used against the discipline practised in Lord North Street.

These reservations do not however detract from the general interest of the book nor the important points which it is trying to make about the dubious authority of the churches to speak on particular policy issues. In education for example Caroline Cox and John Marks are correct to be indignant about the *The Cuts and the Wounds* – a pamphlet which seems to suggest that the Churches should lend their weight to resisting public expenditure cuts while refusing to become seriously involved in other aspects of the education debates about standards.

P A J Waddington is critical of the Church of England's Board for Social Responsibility's entry into the debate about criminal statistics and the extent to which the Church thereby gave credence to the argument that the police were racialist. John Greenwood does a good job of exposing the oddity of the Board publishing a defence of closed shops when presumably one thing the Church might be expected to be articulating a position which is all too rarely expressed – that the Church of England's intricate relationship with the country's history and culture is something which might be spiritually and politically far more valuable than explicit attempts by bishops to alter government policy. Similarly Rachel Stear's plea for a more balanced discussion of social and economic issues by religious leaders and her overview of some important writings on the religion and capitalism, while a perfectly satisfactory *hors d'oeuvre*, is hardly a substantial bibliography. And, while Digby Anderson scores some good points against both the unreflective use of sociological studies and the Bishop of Liverpool in the essay "Eating Sheppard's Pie" some of his criticisms of sociology could with little difficulty be used against the discipline practised in Lord North Street.

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Gillian Peele

BOOKS

Troubled present, uncertain future

The Crisis of the University. By Peter Scott.
Croom Helm £16.95. 0 7099 3303 7. £8.95. 3310 X.

Peter Scott read history at Oxford University and then went into journalism, rising rapidly to become the editor of *The Times Higher Education Supplement*, a position which he has occupied for some years. This book is a reflection of both his early intellectual training and his more recent preoccupation with higher education policy. Unlike some journalists, who rapidly discard the subject of their university studies, Peter Scott has retained a commitment to his. He has taken space in his own newspaper to write long and erudite profiles of eminent contemporary historians and occasionally to reflect on the nature of history itself and of intellectual movements within it. Behind the practising journalist there is an academic historian trying to get out. In the first half of this book just that happens. In the second half the author returns to something closer to his role as a serious specialist journalist reflecting on the contemporary problems and future development of British universities. In the book, perhaps in the author too, the two perspectives rest a little uneasily together. However, for anyone with an interest in the recent past, the troubled present and the uncertain future of higher education in this country this book is essential reading. It is both scholarly and extraordinarily well informed, (there are in fact few other people around who know more about British universities than Peter Scott). It is not an easy read in all parts; in spite of his long experience and expertise in journalism the prose style is sometimes dense and the argument complex. But as long as a touch of the turgid does not put you off it is worth the effort.

The starting point is that UK universities had for nearly 20 years a framework within which to operate and a set of goals, which they were striving to reach. This was provided by the Robbins Report. The abandonment of the Robbins principles has changed all that and the universities are now uncertainly groping for a new definition of their role beyond the immediate preoccupation with the actuality and further threats of public expenditure cuts and demographic decline. One of the answers, according to Scott, is to abandon the academicism and instrumentalism of the modern university and return to something closer to the older traditions of humanism of the liberal university of the nineteenth and early twentieth centuries. His hope is that "the intellectual system may again place emphasis on meaning as opposed to information, on process as opposed to product, on integration as opposed to accumulation". In diagnosing the sickness of contemporary British universities he focuses first on the fracturing of knowledge into self-contained disciplines overconcerned about their own identities, and secondly on the inherent specialization of concentrating on technological relevance.

So much for questions of content. As far as questions of structure are concerned Peter Scott would prefer to abandon the current distinction between the universities and polytechnics reflected in the binary policy, or at least he would like to redraw the binary line so that the two types of institution are no longer differentiated in the way they are at present. He rightly suggests that the binary objectives of comprehensiveness, relevance, accountability and social justice need to be accepted by the whole of higher education not just the public sector part of it. Whether that requires messing about with administrative structures is, however, questionable. The only thing that will achieve this is significant change in the values of those who work in our universities.

Demographic factors are often undervalued by social scientists and others attempting to explain social change. In this case too Peter Scott might have placed more emphasis on the pressures that falling birth rates of the late Sixties and Seventies are likely to exert on the universities. For survival at anything remotely resembling their current size will mean adapting to new and different kinds of students. They will have to choose between possible closure by a Tory Government bent on public expenditure cuts or reducing their entry requirements for 18-year-olds, thus moving away from providing education for a small academic elite or opening their doors to mature students, which will again involve a different conception of what qualifies an individual for a place in one of our seats of learning. They will also be pushed into reconsidering the limited role they currently play in the provision of continuing education. At the risk of being accused of being unduly cynical about the universities' capacity to adapt, it seems unlikely that any amount of technological change and the demand this creates for post-experience education would have the same effect in shifting the universities' conception of their role as will the substantial drop that they must anticipate in their traditional clientele.

In the second half of this book, which is more concerned with practical policy than history and philosophy, the author is not always clear whether he is talking about the universities or the higher education system as a whole. Whereas the main focus, as the title suggests, is on the universities, (from time to time he drifts into talking about the higher education system which, as he knows better than most, is certainly not synonmous with the universities. Just as the first half of the book, concerned with the recent historical development of the universities, rests slightly uncomfortably with the second half, so within part two of the discussion about how policies may shape the values of the system tends to skim over the question of whether it is the system as a whole or the universities within it that is at stake.

It is, however, all too easy to carp about a failure to achieve perfect integration or to define precisely what is being discussed. Within this book all the major issues that face contemporary universities are raised – perhaps indeed too many of them are raised, which helps to account for its opaque quality in places. It deserves to be read and pondered over by those anxious to ensure that universities do not atrophy into marginal institutions with minimal impact on the world around. That perhaps is the greatest danger that faces them.

Tessa Blackstone

Bons voyages

The Age of Discovery, by David Arnold (Methuen, £1.50. 0 416 36040 8) is a Lancaster Pamphlet, one of a series of introductions to key topics, which in 40 pages tries to identify important issues and provide a way in to their study. David Arnold writes knowledgeably on a fascinating subject, with a constantly questioning approach. What were the motives behind European voyages of discovery? How did Europe establish a mastery of the seas unattempted by Arab, Chinese or Polynesian explorers? Why did European expansion have such an impact on the rest of the world?

The structure of his analysis is not always easy to follow, and his narrative raises more questions than it ever answers, but perhaps this is the intended function of the pamplet. His most interesting contention is that what set Europe apart was its rational approach to problem-solving which led to great advances in technology. It was humanism, the power of Renaissance positive thinking, that reached right round the world.

Then and There books are aimed at a lower level, but intending A level students could do much worse than get a flavour of their subject by reading **Pizzarro and the Incas**, by Nicholas Tate (Longman, 80p 0 582 20547 6). While *The Age of Discovery* deals in concepts and theories, *Pizzarro and the Incas* deals in history on the ground, and it's no good trying to attain historical concepts if you haven't a fair idea of the details of what was actually going on.

Nicholas Tate devotes more than half his book to Inca history, which is quite a feat since they may have plated their buildings in gold, but the Incas never developed the art of writing. This emphasis on the conquered civilization, rather than the savage conquerors, is the right one, but the contrast should be made by more than just implication. The pendulum here has swung too far away from ideas and too near to narrative details; what is lost is a moral dimension which even younger children could cope with and which should undoubtedly be there.

Jessica Saraga

lingo

When the fascicles containing the letter "O" of the OED first appeared in 1902–4, they showed the commoner pronunciation of *octopus* as /octō'pus/ (to rhyme with *opus*). An isolated /halcō'ny/ (to rhyme with *phoney*) till 1920; and *armada* was /armā'da/ (to rhyme with *Ada*) till 50 years ago. /Quandā'ri/ and /vagā'ri/, alas, have joined the snows of yesteryear.

How should such historical facts colour our attitude to the way we and our friends pronounce the words we use? At the very least, it should make us hesitate before we scoff. Pronunciation is never quite static but is rather in a continuous process of slow but inexorable change. Anti-evolutionists (unfashionably challenged Darwin to *show* them an animal in the process of evolving. Phoneticians are more fortunate than Darwin, for examples of pronunciations evolving abound.

Consider these: /prin'ēs/ or pri'nes/ (the textbook); /prī'vesy/ or /priv'acy/? In both of these, the older pronunciation is almost ousted. Indeed younger readers may hardly be aware that there were older versions to oust. But before long, the only accepted versions will be /prī'mer/ and /priv'acy/. Just so, /it'net/ must ultimately yield to /ten'et/. And no one, I imagine, will mourn.

Another word that has come some way along the road of change is *exquisite*. The *Concise Oxford Dictionary* labels /ekskwiz'it/ "disputed"; the fourteenth edition of the *English Pronouncing Dictionary* says *"The forms ekskwiz'it and ikskwiz'it are becoming very common"; Collins English Dictionary* gives /ekskwiz'it, eks'kwizit/ – thus the full transitional status is displayed.

But which is *correct*? In such cases, as in so many linguistic questions, the appeal to history and tradition is vain: what the majority of people do today is, "correct" (for today).

W T McLeod

American tradition

Mystery and Manners: Occasional Prose. By Flannery O'Connor.
Faber £3.25. 0 571 13224 3.
Short Friday and Other Stories. By Isaac Bashevis Singer.
Penguin £1.95. 0 14 00 5388 3.
The Stories of Bernard Malamud. By Bernard Malamud.
Chatto & Windus/The Hogarth Press £12.50. 0 7011 2806 2.
The Penitent. By Isaac Bashevis Singer.
Jonathan Cape £7.95. 0 224 02192 3.
Black Tickets. By Jayne Anne Phillips.
Penguin £2.95. 0 14 00 5383 5.
Bech is Back. By John Updike.
Penguin £1.95. 0 14 00 6817 1.

A tutor at an HE college teaching an American literature option was recently taken to task for selecting books written solely by women, which seems curious ground for objection. Had the books been unclassifable as American (which they were not), the beef might have carried more weight. What was meant, presumably, was that the authors were not in the mainstream, which, vis-à-vis American fiction, is not that readily defined.

One of the authors was Flannery O'Connor, whose occasional prose has been posthumously published under the title *Mystery and Manners*. She surely belongs to the mainstream, a writer of genius whose lean and supple prose buoyantly conveys the wisdom and compassion with which she contemplated the vicissitudes of living. Sections III and IV on the study and practice of writing should be compulsory reading for sixth form and university students. She is, too, thoroughly American.

Not so at least two writers of the batch under review. Isaac Bashevis Singer and Bernard Malamud are represented by collections of short stories. Both have been, are much admired in the form. However, they are essentially Jewish writers, so that they gain their strength from an un-American tradition. Mr Singer's volume does not require the head shot of a wistful, blue-eyed Barbra Streisand on the cover to sell it. Indeed, the unsentimental ironies of the eponymous tale, "Yentl the Yeshiva Boy", are unlikely to endear it to the movie. The stories are wonderfully economical, their narratives shaped by a prose pared to essentials. Set in that customary past destroyed by the Holocaust, they have the moral power of parables purveyed as fairytales. The touching "Esther Kreindel the Second" and the disturbing "Blood" exemplify the astonishing range and depth of Mr Singer's insights.

I find Bernard Malamud's stories less appealing. In a preamble he professes: "I love the pleasures of the short story. One of them is the fast pay-off." Too many of the stories seem victims to that pleasure. Were the local colour less engaging they would seem merely slick. However, Mr Malamud's many admirers will undoubtedly welcome the present selection of old and new work.

Mr Singer is also represented by a profoundly unsettling new novel, *The Penitent*, which takes the form of a misanthropic first person diatribe delivered by one Joseph Shapiro, who has seized much from the world but suffered the virtual loss of his soul. Salvation (which, by inference, remains precarious) has come to him via a recidivist act of faith in a strict, orthodox Jewry. However, his author is more concerned with depicting, in all their horror, "the cruelty of life and the violence of man's history" than with recommending comforting solutions, especially those of a religious nature, which do not offer "a final escape from the human dilemma, a permanent rescue for all time". Besides, total solutions "void the greatest gift that God has bestowed upon mankind – free choice", without which mankind cannot redeem either its individual or collective folly.

Finally, two truly indigenous writers. Jayne Anne Phillips' collection of stories and moments, *Black Tickets*, illumines the darker aspects of living with a clear-eyed compassion expressed in language both simple and virtuosic in its handling. Try "1934" and "Snow" for starters. John Updike's *Bech is Back* is self-recommending in its paperback format, a second memorable encounter with his Jewish author hero, whose exploits are both more hilariously, less earnestly chronicled than those of the more famous Rabbit.

David Blewitt

Shockwave

Blood and Guts in High School. By Kathy Acker.
Picador £2.95. 0 330 28186 0.

When did you last hear Kathy Acker's name? Two months ago she was everywhere: readings, discussions, even the apotheosis of a full-scale *South Bank Show* profile. Her collection, *Blood and Guts in High School*, was selling at a rate that had Picador, her first British and her first major commercial publisher, wondering why they'd worried and delayed so much in the first place or (depending on how you look at these things) how to work such a hype again. Meteoric rise is an unfortunate expression since meteors flare up and fall almost before you know they're there.

Henry Kissinger thought power was the strongest aphrodisiac. Scandal seems to be the best press release. *Last Tango in Paris*, *Lady Chatterley's Lover*, the infamous Warhol documentary of the late 1960s, *The Romans in Britain*, all benefitted (materially, if not in terms of comprehension) from the moral censure levelled against them, usually sight-unseen.

In the same way, the *idea* of Kathy Acker is a dangerous one. A punk novelist, an ex-sex show starlet, on the edges of the New York drugs scene, viciously spoofing (this is the Grundy view) Charles Dickens, making play with Pasolini's appalling murder, cashing in on a taste for violence and anarchy, someone with a closer affinity for rock bands like New Order and rock's hangers-on like Sid Vicious and Nauseating Nancy Spungen than for any other writers, except perhaps notoriously dodgy types like Kerouac and William Burroughs.

On the *South Bank Show*, Acker came across rather earnestly, middle class (and trying to fight it), middle brow (and trying to hail herself above it), all the more strikingly ordinary for her carefully and determinedly unbizarre appearance. The deliberate plagiarisms and stylistic effects of *Blood and Guts in High School* and the two other texts in the volume, *Great Expectations* and *My Life, My Death by Pier Paolo Pasolini* constantly betray the thinking that lies behind them. The punk inarticulacy and violence fail to mask or to blend with the graduate school experimentalism that is already well out of date, 25 years if you date it from the Beats, 60 if you give Surrealism the credit. Monotonously repeated obscenity quickly becomes irritating. Uninflected sex and violence rapidly lose interest even as pornography; nihilism has a poor shelf life and Johnny Rotten, Sid'n'Nancy did it better anyway.

The idea of pillaging *Great Expectations*, or examining the mystery and ambiguity of Pasolini's fate is an interesting one. But the intention isn't clear. If it is, after all, to shock and to kick down convention, then Acker is swinging at targets that are no longer there. *Blood and Guts* isn't shocking enough; as satire, it's targetless, as sensibility, it's too abstract, as fiction, it's too drab. Shock value is the most inflatable of currencies and the quickest to crash. As the woman said, you want Fame, you gotta sweat a bit harder for it than that.

Brian Morton

BOOKS

Spot the attitude

Violence. By Bruce Hugman.
Edward Arnold £1.15 0 7131 0831 1
Stimulus Response Questions in Sociology: A Guide for A Level Students. By Danny Myers.
Longman £1.75 0 582 35465 X
The World of Work. By Stephanie Hawkins.
Collins Educational £4.25 247 131466
Introduction to Industrial Relations. By Mike Vincent.
Heinemann £9.95.

Books for the classroom may be judged by their content, the stimulus which they offer in respect of further work inside and outside the classroom, and the manner of their presentation. Myers' and Hugman's booklets assume different audiences – the former A level students and the latter young people of average to below average ability between the ages of 14 to 16 – but have a common the stimulus nature of their material.

Danny Myers' booklet concerns itself with the stimulus response questions which have appeared increasingly in recent years on several A level sociology examination papers and invariably possessing a compulsory status. Their aim has been to encourage insight and understanding rather than rote learning and thus to make an impact on the way we teach. This booklet provides students with opportunities to practise their sociological insights in response to a variety of test questions, and judge their answers against the author's "framework" attempts and those of some students. For teachers who are seeking a ready-made bank of such questions then this booklet will prove useful, although the suggested answers need to be treated cautiously, as the author admits, since, badly handled, they may be seen by some students as encouraging the search for the "right" answers.

Bruce Hugman's *Violence* is one of the well-known Checkpoint 21 series which, although different in format, presentation and audience, shares with Myers a concern to provoke disciplined thought. It asks young people to consider the sensitive topic of violence – How much violence is there in the world? Is all violence criminal? Who suffers from violence? Can violence ever be morally right? The presentation is attractive, although densely packed; it contains short sections of information, newspaper extracts, graphic photographs and questions which provoke and stimulate discussion and further work. It is intended as a resource to enable participation in further projects and may best be seen as an excellent stimulus rather than a self-contained programme of work.

Hawkins' and Vincent's books, on the other hand, rely for their base on substantial information supplemented with suggested assignments. Both are aimed principally at BTEC students, the former mainly at the General Level award and the latter at National Level, but either book has potential for use with other students on similar courses.

Stephanie Hawkins, in *The World of Work*, seeks to provide "an understanding of the many different types of business organizations which exist in our mixed economy and an insight into the day-to-day activities of such an organisation", and also to "help students acquire basic office skills". Her book considers organizations in the public and private sectors, their relationship to the economy, the environment, to their consumers and their employees, the sources of their finance, their internal structure, and concludes by outlining the work of the office, office equipment and safety, and how payments are made. The material has been clearly organized and attractively presented with pertinent and effective illustrations of documents, flow diagrams, and regular assignments for the students. The information is presented in a factual manner and concentrates on the formal aspects of business organizations – thus the day-to-day activities of the organization are the official versions of such events and little attention is paid to the informal organization. This however is counter-balanced by the assignments which contain imaginative ideas and involve students in exploring themes in their local community.

Mike Vincent, on the other hand, in his *Introduction to Industrial Relations* starts from the assumption that there are many different views on the subject, and thus his book is essentially about ideas and attitudes. Students are encouraged to make up their own minds and even consider the views of the author as betrayed in the text. The book considers some of the major formative influences on industrial relations – their history, legislation, political and media influences, new technology, and so on – and students' understanding of this topic will be greatly enhanced by contextualising it in this way. Each chapter begins with a list of objectives, continues with a text which is informative and which also contains illustrative extracts, diagrams and cartoon drawings, interspersed with regular assignments. A short list of recommended reading completes each chapter. Particularly interesting is the inclusion of material on women, work and trade unions, and the author's request to his readers to prove that the particular chapter was written by a man. In an otherwise thought-provoking and informative text, with a comprehensive index, the chapter headings act as nebulous signposts. The chapter headed "What we need here is a change of attitude", for example, is concerned with views on industrial relations as manifested through opinion polls and party political ideology – "Social and Political Attitudes" might have provided a clearer pointer to the material contained therein. Nevertheless, a book to be highly recommended.

Tony Kidd

Facing the world

Frontiers. By Ralph Gower.
Lion £4.95. 0 85648 473 3.
Communicating with people. By Florence Little.
Hodder and Stoughton £3.95. 0 340 33133 X.
It's Your Life. By Molly Cheston.
Religious and Moral Education Press £2.95. 0 08 021868 7.
£3.95. 0 08 025614 7.

Curriculum development for the 14–19 age range made great advances in the wake of the important codifying work of the likes of Hopson and Scally (1981) and McGuire and Priestley (1981), leading to a proliferation of "Social and Life Skills" and "Communications" courses. Problems remain for everyone (and that includes textbook writers), especially at the interfaces between institutions (schools and colleges) and approaches (academic and practical). Social and Life Skills can easily become a portmanteau term encompassing social, moral, health and religious education, even remedial education, unless the approach adopted is clearly skills-based, and part of a negotiated curriculum. The three books under review, for all their good points, illustrate many aspects of these problems.

Ralph Gower's *Frontiers* clearly derives from religious education. It has three sections: "Personal", "Social" and "International Issues", each section subdivided into units for study and discussion. Each page has three closely-printed columns with facts and information on topics such as Addiction, Housing, Old Age, Work, Poverty and Conservation. An ever-present heading tells us "What the Bible says about . . ." (a great deal on crime, although rather less on education, evidently). Many important issues are addressed, and their range develops sensibly from the personal to the global, but the level of language difficulty remains formidable (sample discussion topic in the Love, Marriage and Sex unit reads: "What levels of commitment should correspond to the levels of sexual contact? Why?"); nor can the overt religious perspective ever be ignored. The book would therefore have limited uses despite claims for its value in social studies courses.

Communicating with People is specifically related to the BEC General People and Communication module, although the publishers (perhaps with an eye to possible developments under BTEC), stress its suitability for "related courses in preparation for office and business life". The book contains 15 "assignments" based on three imaginary companies and on students' college experience and a "Notes and Guidance" section which is cross-referenced so that, for example, when "making notes for a telephone call" (Assignment Twelve), students are encouraged to refer to "Telecommunications" (Notes, Section Nine). Following syllabus needs first, the book involves a good deal of letter-writing, form-filling, filing and telephone skills-type exercises, as well as a lot of copying out (of forms etc). Given the book's title and some of the headings ("Meetings and Minutes", "Non-verbal Communication" and "Communication Networks"), it is surprising that there is little use made of interactive teaching techniques such as role play. Information in the Notes section is often detailed, but "Making Notes", surely a difficult and essential skill, is given two short paragraphs of generalization.

Molly Cheston's *It's Your Life* is more likely to be of use to the new breed of courses, as its appearance in a second edition (after two re-prints of the 1979 first edition) indicates. The long term problem of the speed at which information becomes obsolete is tackled through a mixture of editorial alteration and direct updating, so that while the format is the tried and tested one, sections like that on drugs get significantly updated through information on "Volatile solvent abuse", or glue-sniffing. The focus is, very properly, still on the young person (witness the sub-divisions "Yourself", "Your Surrounding" and "Your Relationships"). Useful and plentiful information is given on subjects as diverse as adolescence, smoking, housing, first aid, local councils, contraception and social attitudes, and there is a checklist of valuable addresses of outside agencies. The Preface hopes that "this course will be of use to all ability ranges"; if this hope is to become established fact, the book will need to be carefully and skilfully used with *lower* ability groups, and similar book involves a good deal of letter-writing, form-filling, filing and telephone skills-type exercises, as well as a lot of copying out (of forms etc). Given the book's title and some of the headings ("Meetings and Minutes", "Non-verbal Communication" and "Communication Networks"), it is surprising that there is little use made of interactive teaching techniques such as

The Second Jungle Book published by Macmillan at £7.50, a companion to the first volume of Kipling's famous stories reissued last autumn with new illustrations in black-and-white and colour by Maurice Wilson. This example is from The Miracle of Purun Bhagat. Also available in paperback at £1.50.

CHILDREN'S LITERATURE

Benji and Carlos. By Jennifer Jones and Penelope Knight.
0946028 02 8
The Story of McNab the Crab. By Bill Borland
0946028 01 X.
Arawidi Publications. 10 Dyson Road, E11 London. £1.50 each.

Folk-tales and legends, originally transmitted orally, explained the world. Long before Aesop, there were such oral tales, and many used animals; a tradition that has continued through Anansi and Spiderman, Brer Rabbit and the innumerable anthropomorphic bears, toads and mice, elephants and tigers that prance on two legs or four through children's literature. And if fairy tales are frowned on, science fiction may be an acceptable way of confronting the threateningly unfamiliar. What is being sought by the reader is some exercise of the imagination.

Yvonne Collymore and Jocelyn Barrow, both with distinguished careers in education and a Caribbean background, clearly understand this need. They have set up a new publishing venture, called Arawidi after the Caribbean sun-god. According to them, Arawidi has been started "to fill a gap that conventional publishers have neglected; that is, the fact that we live in a society with a rich diversity of cultures which need to be reflected in its literature, starting with what children read."

Several mainstream publishers would argue that they do publish books that reflect those cultures and could even support their argument with some examples. But, with a few distinguished exceptions, such as Susan Cooper's *Jethro and the Jumble*, and Jamila Gavin's *The Orange Tree and other stories*, these books go for "realism" – the inner city primary or comprehensive school is so inevitably the setting that one suspects that they are all written by teachers. And mostly white teachers at that.

The first two books from Arawidi, *Benji and Carlos* and *The Story of McNab the Crab*, are refreshing in bringing the fantastical into the everyday world of children. Benji lives in St Colombus and spends his school holiday with his grandparents on their farm. Author Jennifer Jones knows her island, and the informed realism with which she and illustrator Penelope Knight recreate it makes the appearance of Carlos, a smart-man frog, the more enchanting. And McNab the Crab, first encountered by Michelle at the end of her Uncle (author and illustrator) Billy's toe, is equally delightful, with his raconteur style and broad Glasgow accent.

For the animals in both books speak the dialect of their regions. This is a deliberate strategy by Arawidi to well-date in writing the language forms used by children in the UK. For this alone, the books would earn their place in schools, where language diversity is increasingly being recognised as a positive resource brought by the pupils into the schools.

That the books are also lively and amusing, attractively illustrated – though I wish that more attention had been paid to the relationship of picture and text in *Benji and Carlos* – suggests that we can look forward eagerly to future publications from Arawidi.

Gillian Klein

How to be a student

The Successful Student's Handbook: A Step-by-Step Guide to Study, Reading, and Thinking Skills. By Rita Phipps.
University of Washington Press £5.40.
0 295 95802 2.

This American book on study skills is likely to be of most use either to those wishing to write another book for the British market, or to those responsible for developing study skills programmes in further or higher education (and needing to build up their library resources). In this area North America is some way ahead of us, full-time Study Skills advisers being an established presence on most campuses. This state of affairs may have arisen partly as a result of more broadly-based and integrated curricula at degree level.

Although Rita Phipps' book is inextricably linked to the American high school/college system, it carries many useful pointers for such important skills as note-taking, summarizing paragraph-sequencing, the SQ3R method, "page-flipping" etc. The note-taking section is especially cogent; the skill is broken down into constituent elements and a useful model is offered. Much emphasis is placed on mentally interrogating the text and/or lecturer, and so an active rather than a passive response is fostered in students.

Unfortunately, the American bias is far too strong for the book to be used widely by English students. Its unfailingly cheerful "have-a-nice-day" attitude is particularly irksome. A quotation from a "Motivational Pep Talk" will illustrate this point: "But if it's just plain *hard* – well, keep at it! You'll get it! Hard work never hurt anyone. And think of the rewards when you finally succeed (which you will)." This may work in the USA, but in UK, 1984, it is likely to induce sardonic laughter rather than renewed effort.

Claims also interestingly made for the book as a reader "starting at the sixth grade level and ending at the thirteenth" seem at odds with the writer's own Preface, in which she states, "This book is intended mainly for college students". A forthcoming teachers' manual promises "a step-by-step lesson plan for every day of a fifty-five-day course".

Derek Paget

Headline topics

Health Care In The News. By Vanora Leigh. 0 8507 8319 4.
Leaving Home In The News. By Dorothy Turner. 0 8507 8360 7.
Wayland £4.50 each.
Trade Unions. By Eric Wainwright. Batsford £6.95. 0 7134 3570 4.

Everyone needs health care; most people leave home and many join trade unions. These topics are likely to be relevant to the lives of 15 and 16-year-olds about to leave school, and could all form a useful part of a social studies programme. In particular, *Leaving Home* and *Health Care*, which has sections on drugs and sexual behaviour, deal with pre-occupations teenagers may already be up against. The In The News series has a newspaper format, each double page spread containing a mocked up story and photograph, plus a background section giving the facts and crystallising the issues, and a "Did you know?" insert giving some vital statistics – what percentage of the population need to lose weight, or a sample budget for a teenage couple both on the dole. The [illegible] interesting and immediate and [illegible] [illegible] [illegible]

Turn out the lights

Bob Catterall reviews a geography series on the truth behind the Great American Dream

ETV
Update USA
BBC1 Tuesdays 10.35am.
Repeated Fridays 9.08am.

"The last one out of Michigan, please turn out the lights." This message, a bumper sticker on cars in a declining urban-industrial area in the North, sums up much of what *Update USA* has to show and tell us.

One interpretation of the message is to see it as good news. As the lights go out in the North, others are being switched on for the first time in the South. The USA is once more on the move. The upturn is coming or is already here.

Yet that is not the right interpretation. Beneath the confident statements about an updated version of the Great American Dream, each programme uncovers not just a wry sense of humour that might explain those bumper stickers but also uncertainty, nostalgia, fear, bitterness and sometimes anger.

"Great Lakes City", the first programme (repeated May 11) investigates the current state of Cleveland, Ohio, as its older industries are cut back and now ones are set up elsewhere. "Sunbelt City" (May 15 and 18) looks at the new growths and arrivals in the low density, spread-out city of Phoenix, Arizona. The contrast is evident. It is the grim similarities that have to be explored.

Central to an understanding of the two destinies the two cities represent, the fall of the Frostbelt and the rise of the Sunbelt, is the evidence of waste, wasted resources and spaces, wasted lives. In Cleveland vacant lots, large and overgrown, mark the spots where redevelopment has not followed demolition. In Phoenix, too, there are vacant lots, large and desert-like, where speculators wait for the right jump in land values. In both places, the unemployed – white and, most of all, black – experience the humiliation and bitterness arising from the erosion of "welfare" and from any real sense of communal responsibility for the consequences of this "updated" America.

The picture is much the same in "Farming Country" (Missouri) "Energy Boom" (Wyoming) and "Deep South Town" (Greenville, Mississippi). There are, of course, everywhere also the beneficiaries of the new order, generally voluble about its merits and rarely aware of its overall social cost.

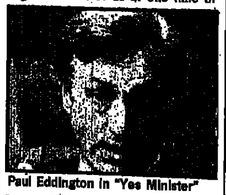
The series reaffirms the importance of *human* geography in any adequate approach to world studies. It is a series that should be taken up not only in geography (where the teachers' notes will be particularly useful) but across departments – particularly in association with English and Media Studies, Social Studies, Economics and History – if justice is really to be done to its implications.

Once again it is a BBC Schools Geography series produced by Len Brown and edited by Richard Spurstowe that in its sensitive handling of complex social issues rivals, in terms of the quality of images and sound as well as of information and interpretation, the best of the output for adults. Without such analyses and, it should be added, an exploration of the alternatives, the lights will be going out all over the world's, not just North America's, North and will not in any real sense be coming on in the South.

Don't put your daughter on the stage?

CONTINUING EDUCATION
So You Want to be an Actor
BBC Radio 4 VHF
Thursdays 11.00pm.

Paul Eddington says he hugs himself daily when he remembers he is one of a tiny percentage of people who make their living doing something they enjoy. For that reason he cannot bring himself to advise even his own two daughters not to go on the stage. The urge hits a lot of us at one time or another, and in *So You Want to be an Actor*, a late-night BBC Continuing Education series, the implications of giving in to it are being discussed.



Paul Eddington in "Yes Minister"

According to figures quoted in the series there are rather more than 30,000 actors in Britain at the moment – and roughly 29,000 of them will not be working tonight. For that reason Equity, the actors' trade union (the subject of one programme a week or two ago) makes things as difficult as possible for new entrants to the profession. But, as other programmes make clear, it is still possible to get in, whether through drama school or later in life (like RSC actor Bert Parnaby, once a teacher at Manchester Grammar School where his pupils included Robert Powell and Ben Kingsley). All it takes, as several of the actors interviewed stress, is a steely determination and the conviction that you don't just want but *need* to act.

Aimed at the majority of us who "just enjoy the end product" and maybe dabble in amateur theatre as well as the would-be performer, the programmes are admirably compiled to give as broad a view as possible of what everyone calls The Profession. Interviews with unknown actors get as much prominence as the recollections of the stars. And the tone is practical, informative, adult. The series certainly doesn't paint a rosy picture of the business, but neither does it take a spinsterish, don't-be-so-silly line with its stagestruck listeners. They, particularly, will take comfort from another of Paul Eddington's remarks: "The worst thing of all – apart from failing – is never having had a go".

Hugh David

4 Television Programme Recording

Titles Available for Week Commencing Sunday May 13th, 1984

Sunday May 13
16.30 Anything We Can Do: If it got nicked fee code B
Tuesday May 15
17.15 Years Ahead fee code B
18.30 Whose Town Is It Anyway?
CLC & London – Whose Economy? fee code B
Wednesday May 16
17.30 Six Great Walks: Cape Wrath fee code B
20.30 Diverse Reports fee code D
Friday May 18
20.00 A Week in Politics fee code B

For More Information Contact:
TV Recording Licence, Dept.,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Causes célèbres

Brian Hill discovers causes for celebration and concern for language teachers

ETV
La marée et ses secrets
BBC2, Thursdays 9.33 am

In the language teaching scene there is cause both for celebration and for concern. On the one hand we have this term the first screening of a superb new television series, *La marée et ses secrets*. On the other, the consequences of shifting some Schools Radio series to the early hours are becoming apparent. But, first the good news.

In 1968 the BBC produced an exciting drama series called *La chasse au trésor*. It was an immediate and lasting success. In black and white and meant originally for primary schools, *La chasse* has captivated thousands of classes all over the country.

The considerable costs of mounting a full-blown drama serial have held back the production of a successor, but 17 years on this is now being set right. *La marée et ses secrets* is going to prove equally compulsive viewing and will bring delight for many years to come. Filmed entirely on location in Brittany with professional actors, again including André Maranne as the arch nasty, the programmes will motivate and interest all learners of French, particularly in the middle school, though they are theoretically targeted on pupils at the beginning of Graded Objectives Schemes.

The heart of the series is a strong storyline with two teenagers involved in a web of mystery and murder. But, cunningly included, are all the key words and phrases, the functions and notions, the linguistic activities which form the core of communicative language learning at this level. Woven into the plot is a wealth of background detail on French life.

La marée should be viewed once through first just for the sheer enjoyment. It can then be exploited in a variety of ways to reinforce the key language content. To support this process a pack has been produced. Teachers' notes give the full text of the story, plus excellent ideas for follow-up and signposts towards the points which pupils could find difficult. There is a set of 10 spirit master worksheets with two per programme providing both reinforcement and extension. Then a book of the film, a sort of cartoon equivalent of the action, which reproduces all the main exchanges and is meant to be read through afterwards, so teachers will have to devise ways of stopping eager pupils reading ahead and spoiling the impact of the adventure story.

I cannot stress strongly enough that this series is quite excellent and every French class in Britain should be given an opportunity to view, whether taken as the basis for a term's work or just an extension of on-going course work.

In its more modest way Schools Radio programmes also continue year after year to provide useful and effective material. *Deutsch für die Oberstufe*, for instance, has carried some particularly well-produced programmes in recent methods. Highlights have been the new business studies modules on job opportunities and vocational training schemes for young Germans, and authentic reality programmes with reviews of what the German press are saying and items on the people who are making the headlines. What a pity, therefore, that the impact of the switch to night-time broadcasting has clearly been to reduce significantly the number of schools following the series.

Two years ago 1,100 sixth form students of German out of a possible total of 1,400 took the series. Last autumn the numbers had dropped to 600. The overall total of sixth forms studying German has also decreased, but not by that amount.

It is to be hoped that the BBC planners will look on these results with the same sort of alarm as language teachers who care about the maintenance of radio as a key resource and that they will now re-think their policy of night-time broadcasts though preserving perhaps a pattern of well-publicized block transmissions.

briefings
radio & tv
For schools

LA PAROLE AUX JEUNES
NB (Fri May 11, Mon May 14 00.30, VHF4)
Four programmes in each transmission for use with third-year French students. Themes include holidays, spare-time activities, sports and everyday French customs.

MANSCAPE
(Saturday 13.40, C4)
This series, repeated from ITV schools' television, shows the way man has shaped the landscape since the industrial revolution. This week Nell Cossins traces the development of the railway system and examines its present role.

CHILDCARE AND PARENTHOOD
(Mon 9.15, Fri 9.30, BBC2)
A new resource series for use with 14 to 16-year-olds studying family life. This week young adults concentrate on small children.

SCIENCE GAMES
(Monday 11.40, VHF4)
Upper primary and middle school children are encouraged to observe everyday phenomena and develop a scientific attitude. As with "Maths Games", it is important to pre-record so that children can take part in the experiments.

ADVANCED LEVEL STUDIES: STATISTICS
(Mon 11.42, Wed 11.39, BBC2)
Some of the more important topics in A-level statistics placed in practical contexts. Emphasizes the concepts behind statistical thinking rather than the calculations and begins with "Sampling and Probability".

OFFICE STUDIES
(Monday 14.40, BBC2)
A series of five programmes aimed at students of secretarial and office studies. Illustrates how the skills they acquire will be used at work.

LISTENING TO MUSIC
(Monday 14.40, VHF4)
Based on set works at O level, these programmes pay particular attention to methods of analytical and historical approach. To be pre-recorded for 1984–85.

GATHER ROUND
(Tuesday 10.23, ITV)
Religious education programmes for eight to nine-year-olds based on Christian teaching.

COMPUTER CLUB
(Tues 11.17, Thurs 14.40, BBC2)
Designed to increase 13 to 16-year-olds' awareness of the potential uses of computers and their practical applications.

CSE ENGLISH
NB (Tues-Fri 00.30, VHF4)
A resource series providing an introduction to some of the most frequently set books at CSE. These include "Brighton Rock", "A Kestrel for a Knave" and "The Caucasian Chalk Circle".

SEEING AND DOING
(Wednesday 10.04, ITV)
A new programme for six and seven-year-olds looks at life in Roman Britain from the point of view of both Romans and Ancient Britons.

SCENE
(Thurs 10.34, Fri 14.01, BBC2)
"What are you afraid of?" – 14 to 16-year-olds look into our fascination with fear and the way some people seek it while others suffer from it.

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Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Nursery Education

Other Appointments

BERKSHIRE

BLAGRAVE NURSERY
Recreation Road, Reading RG4 0NT
N.O.R.: 40
Required September/January Full-Time, an experienced Nursery Teacher.
Application form and further details from the Headteacher (a.e.s.). Applicants welcome to visit the school by arrangement on Reading (0734) 57465, closing date 24th May 1984.
An Equal Opportunity Employer. (19457) 100026

KIRKLEES

METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES CHICKENLEY INFANTS SCHOOL
Primrose Road, Chickenley, Dewsbury, West Yorkshire (WF12 7JJ)
Required for September 1984 an experienced nursery teacher SCALE 3 for this 70 place nursery unit in an Educational Priority Area.
Application forms (s.a.r.e. please) available from the Director of Educational Services (Key PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. To be returned completed forms must be returned within 14 days of the appearance of this advertisement. (01470) 100026

LONDON BOROUGH Education Service
WEST FIELD FIRST AND NURSERY SCHOOL
Norwood Road, Norwood Green, Southall
NURSERY TEACHER required in September to work in 60-place Nursery. The school opened in 1978. Interested teachers are welcome to visit the school (Tel: 574 2311, Ext. 266). Scale 1 plus Inner London Allowance.
Application forms and details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W13 3BU (SAE) to be returned by 25 May 1984. (19664) 100026

EALING

LONDON BOROUGH Education Service
WEST FIELD FIRST AND NURSERY SCHOOL
Norwood Road, Norwood Green, Southall
NURSERY TEACHER required in September to work in 60-place Nursery. The school opened in 1978. Interested teachers are welcome to visit the school (Tel: 574 2311, Ext. 266). Scale 1 plus Inner London Allowance.
Application forms and details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W13 3BU (SAE) to be returned by 25 May 1984. (19664) 100026

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Application forms and details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W13 3BU (SAE) to be returned by 25 May 1984. (19664) 100026

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSWOOD PRIMARY FULL DIVISION
Hull HU7 4LS.
PRIMARY SCHOOL
Norfolk Street, Hull
Head: Mrs. M. Scott
Required for September, 1984, a NURSERY teacher, Scale 1 or 2, for the school's 90 place nursery.
Application forms available from the Head should be returned by 21st May, 1984. (19805) 100024

MAXILLA NURSERY SCHOOL
4 Maxilla Walk, Off Kingsdown Close), W10 6NQ.
Applications are invited from suitably qualified and experienced teachers for the headship of a nursery school which is vacant now and which forms part of the Maxilla Nursery Centre. The Centre also contains day care facilities and a parents' "drop-in" centre which are run by the Westway Nursery Association. The Nursery School element provides accommodation for 52 full-time pupils. The head of the school will be a member of the ILEA's permanent teaching staff and takes full responsibility for the school, working closely with the co-ordinator of the under 3's unit in jointly managing the Centre. Burnham group 1 plus Inner London allowance plus additional special responsibility allowance, currently £372 p.a.
Please send foolscap sae for application form and further details for both posts to Education Officer, EDITS10, County Hall, SE1 7PB.
Closing date for the return of completed forms 25 May.

ILEA is an Equal Opportunities Employer

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
ROUNDSHAW INFANTS SCHOOL
Mollison Drive, Wallington, Surrey SM6 9JX
Tel: 01-647 3577
NURSERY TEACHER SCALE 1
Required September 1984, an experienced and enthusiastic nursery teacher for a newly formed nursery class.
Application forms from and to be returned to the Directorate of Education, The Grove, Carshalton, Surrey. Tel: 01-661 5741 (24 hour answering service). (19618) 100022

EALING

LONDON BOROUGH
EDUCATION SERVICE
GREENWOOD FIRST SCHOOL
Wood End Way, Northolt UB5 4SG
HEAD REQUIRED FOR SEPTEMBER Group 4 Salary £10,878 - £11,784 plus £981 London Weighting.
Relocation expenses may be payable.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W13 3BU, to be returned by 23rd May, 1984. (17311) 110010

DORSET

SYMONDSBURY CE (AIDED) PRIMARY SCHOOL
Symondsbury, Bridport
HEADTEACHER (Group 2) required from January 1985.
Application form returnable by 25 May, and further details from the Education Staffing Officer, County Hall, Dorchester, DT1 1XJ (foolscap sae). (17876) 110010

DORSET

MILTON ABBAS CE (CONTROLLED) FIRST SCHOOL
Milton Abbas, Blandford
HEAD TEACHER (Group 1) Required from January 1985.
Application forms returnable by 1st June and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (foolscap s.a.e.) (19657) 110010

DURHAM

COUNTY COUNCIL
Applications are invited for the headships of the following schools (posts tenable from September, 1984):-
HIGH CONSETT CE (CONT) J.M.I. SCHOOL Group 2
BEAMISH PARKSIDE COUN. TY INFANT SCHOOL Group 2
Application forms and further details obtainable from the Director of Education, County Hall, Durham on receipt of a foolscap stamped addressed envelope to 6th May.
Closing date for applications: 25th May, 1984. (19618) 110010

HAMPSHIRE

ST. LUKE'S C.E. CONT. PRIMARY SCHOOL
Swan, Nr. Lymington
HEADTEACHER Group 4 School
Spurn Scale currently £10,878 - £11,784
Required 1st January 1985.
Full details and application form from - Area Education Officer, Cannon Street, Lymington. Tel: Lymington 77911.
Closing date 25th June 1984. (19509) 110010

HERTFORDSHIRE

BROOKLAND JUNIOR SCHOOL
Elm Drive, Cheshunt
Head required from 1 January 1985 or sooner. Group 5 salary plus fringe allowance.
Application form and further particulars from the Divisional Education Officer, Scott House, Hoddesdon Road, Hertford EQ13 8NG, to whom completed forms should be returned by 4 June, 1984. (19115) 110010

GLOUCESTERSHIRE

KINGSWOOD C.P. SCHOOL
Wotton-under-Edge, Glos.
77 on roll. 5 - 11 years
Head Teacher Group 3 required 1st January, 1985, or earlier if possible.
Forms and further details from Chief Education Officer, Shire Hall, Gloucester (enclose S.A.E). (19856) 110010

Primary School Education

Headships

AVON COUNTY

ST. JOHN'S RC VA JM & I SCHOOL
Puttenay Road, Bath BA2 4EZ
Vacancy from 1st January 1985. Salary in accordance with Group 3.
Further details and application form returnable by 8th June 1984, from Director of Education, PO Box 47, Avon House, North Parade, Bath, Bristol BS99 7DE. Please enclose sae.
Avon is an equal opportunities employer. (19867) 110010

Norfolk

HEADS
Required for
PETERHOUSE COUNTY FIRST SCHOOL, GREAT YARMOUTH (GROUP 4)
UPWELL COUNTY PRIMARY SCHOOL, WISBECH (GROUP 4)

Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, sent on receipt of a stamped addressed foolscap envelope.

Closing date for applications: 25th May, 1984.

PRIMARY HEADS OF DEPARTMENT
continued

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
JERVIERS JUNIOR AND INFANT SCHOOL
Norton Avenue, Sheffield S14 1BL
Required for September 1984 a Headteacher for this Group 4 school.
This is the beginning of the amalgamated Jervieres Junior and Herdings Infant Schools.
Application forms and further details are available from the Chief Education Officer (Teachers Division) to whom they should be returned at PO Box 67, Leopold Street, Sheffield S1 1HF by Friday, 25th May, 1984. (01455) 110010

KIRKLEES
METROPOLITAN COUNCIL
DEWSBURY TOWN INFANTS SCHOOL
Warren Street, Savile Town, Dewsbury
(REF 473)
Applications are invited from suitably qualified teachers for the HEADSHIP of this 2 stream school which caters for the age range 3 - 8 years for infants and 7 years under reorganisation).
Appointment will date from 1 January 1985.
Application forms and further details (s.a.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement. (01465) 110070

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISIONAL OFFICE
CANTERBURY ROAD
COUNTY ROAD MARY SCHOOL
Canterbury Road, Nittinbourne, Kent ME10 2QE
APPOINTMENT OF HEAD TEACHER
Group 4 Roll 181 (Spring Term 1985 forecast)
Appointment to take effect from September 1984 or as soon as possible thereafter.
Application forms and further details available from the Divisional Education Officer, Avenue of Remembrance, Sittingbourne, Kent ME10 4DD (S.A.E. please) to whom they should be returned by 25th May 1984.

THANET DIVISION
GARLINGE COUNTY PRIMARY SCHOOL
(JUNIOR DEPARTMENT)
Westfield Road, Margate, Kent
Group 4 Roll 400
APPOINTMENT OF HEAD TEACHER
Appointment to take effect from the beginning of the Spring Term 1985.
Application forms and further particulars are available from the Divisional Education Officer, Devonmount, The Vale, Broadstairs, Kent CT10 2BZ to whom they should be returned by 25th May 1984.
Re-advertisement: all previous applications will automatically be reconsidered.

NEWINGTON COUNTY PRIMARY SCHOOL
Malthouse Avenue, Ramsgate, Kent
APPOINTMENT OF HEAD TEACHER
Group 4, Roll 187
Appointment to take effect from the beginning of the Autumn Term 1984.
Applications forms and further particulars available from the Divisional Education Officer, Devonmount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned by 25th May 1984 (S.A.E. please).
Re-advertisement: all previous applications will automatically be reconsidered.

WEST MALLING DIVISION
ST. MARGARET CLITHEROW R.C. SCHOOL
APPOINTMENT OF HEAD TEACHER - GROUP 4 - ROLL APPROX 240
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of St. Margaret Clitherow R.C. Primary School, Tenbridge, Kent.
Applications from practising Roman Catholic teachers only required for September 1984 or January 1985.
Application forms and further particulars can be obtained from Reverend L. Hobbs, 41 Lyons Crescent, Tonbridge, Kent TN9 1EY.

MAIDSTONE DIVISION
EARLY COUNTY PRIMARY INFANT SCHOOL
Park Way, Maidstone, Kent ME15 7AH
APPOINTMENT OF HEAD TEACHER
Group 3, Roll 135
Appointment to take effect from January 1985.
Application forms and further details from the Divisional Education Officer, Astley House, Maidstone, Kent (large S.A.E. please).
Closing date 1st June 1984. (19870) 110016

SEE ALSO BLACKHEATH HIGH SCHOOL under Independent Preparatory Headships. (19411) 110010

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
ST. ELIZABETH'S R.C. INFANT SCHOOL
Webster Street, Liverpool L21 8JH
HEADTEACHER required in September for this Group 4 School (approximately 180 on roll) plus nursery classes. SPA allowance payable.
Further details from and applications to Mrs. Jenny Sapps, St. Elizabeth's Presbytery, Webster Street, Litherland, Liverpool L21. (S.A.E. please).
Closing date: 25th May, 1984. (19121) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ROCK FERRY PRIMARY SCHOOL
Ionic Street, Rock Ferry, Birkenhead, Merseyside L42 4QP
REQUIRED FOR 1st SEPTEMBER 1984 HEAD TEACHER.
For this Group 5 School 5 - 11 age range plus Nursery. S.P.A. Allowance is also payable.
Application forms and further details are available upon receipt of S.A.E. from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NH. Completed applications to be returned by Friday 25th May 1984. (19127) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
MILL PARK JUNIOR SCHOOL
Mill Park Road, Wallington Avenue, Eastham, Wirral, Merseyside L62 9ER
REQUIRED FOR 1st SEPTEMBER 1984 HEAD TEACHER.
For this Group 5, 7 - 11 age range school (plus S.P.A. Allowance).
Application forms and further details are available upon receipt of S.A.E. from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 4NH. Completed applications to be returned by Friday 25th May 1984. (19128) 110010

Deputy Headships
Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
THORN PERRY INFANTS SCHOOL
Chilloe Road, Dagenham (Roll 190)
DEPUTY HEADTEACHER
Required September 1984. Applications are invited from enthusiastic and well experienced teachers willing to assist in the curriculum development of this pleasant well equipped school.
Qualities of leadership and organising ability essential. Some knowledge of and interest in computer technology an advantage.
Salary Deputy Head Scale Group 3 £6,477 - £9,579 p.a. plus £897 p.a. London addition.
Application forms and further details available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex. Closing date: 24th May, 1984. (19837) 110013

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
SALTERFORTH COUNTY Primary School
(93 on Roll)
1st September, 1984 or 1st January, 1985
HEADTEACHER - GROUP 2
For application form and addressed envelope for completed form should be sent, and SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 24th May, 1984. (19325) 110016

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
ST HELEN'S RC (AIDED) J & I SCHOOL
West Street, Hoyland, Barnsley S74 9DL
Headteacher: Miss P. McGoldrick
Required for September 1984 DEPUTY HEADTEACHER - Group 3
Application forms and further particulars (S.A.E. please) are available from the Education Officer, Education Office, Burnsall Close, Barnsley S70 6HG to be returned to Reverend J. Cashman, Correspondent to the Governors, The Presbytery, West Street, Hoyland, Barnsley by Friday 25 May 1984. (19804) 110014

HEADSHIPS
From September 1984

Westfield Nursery School,
Westfield Road, Dunstable, Beds.
Group 2
This is an 80 place Nursery School.

Elstow Lower School,
High Street, Elstow, Bedford MK42 9XP
Group 3
Estimated number on roll September 1984 – 81 children aged 5–9 years.

Hillborough Infant School,
Hillborough Road, Luton, Beds. LU1 5EZ
Group 3
Estimated number on roll September 1984 – 122 children aged 5–7 years.

Icknield Infant School,
Birdsfoot Lane, Luton, Beds. LU3 2JB
Group 4, Plus ½ Special Schools Allowance
Estimated number on roll September 1984 – 107 children aged 5–7 years. There are 14 children currently in attendance in the Hearing Impaired Unit.

Marlborough Lower School,
Marlborough Road, Bedford MK40 4LE
Group 4
Estimated number on roll September 1984 – 141 children aged 5–9 years.

Farley Junior School,
Northcliff Way, Luton, Beds. LU1 5JF
Group 5
Estimated number on roll September 1984 – 218 children aged 7–11 years.

Applications are invited from suitably qualified and experienced teachers for the Headships of the above Schools, from September 1984 or as soon as possible thereafter.
Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP.
Closing date: 18th May, 1984. (4388)

Bedfordshire

City of Manchester Education Committee

MELLAND SCHOOL
Holmcroft Road, Gorton, Manchester M18 7NG

HEADTEACHER
GROUP 5(S)

Applications are invited from special educationalists with proven educational and management skills for the post of Headteacher at this 100 place all-age school for children with severe learning difficulties.
The school is housed in modern buildings and has an enthusiastic, energetic staff.

Application forms and further details from the Chief Education Officer (S2J/01SI, Education Offices, Crown Square, Manchester M60 3BB.
Closing date: 11 June 1984
AN EQUAL OPPORTUNITIES EMPLOYER

HEADTEACHER
GROUP 6

HOLY TRINITY C of E (AIDED) JUNIOR SCHOOL
Bute Road
Wallington, Surrey

From 1 September, 1984.
The school has approximately 290 pupils on roll. The successful candidate will be expected to maintain the school's close spiritual links with the local Anglican Evangelical Church.
Telephone 01-661 5741 for application form and further particulars. 24 hour answering service.
Closing Date: 18th May, 1984.

LONDON BOROUGH OF SUTTON
The Grove, Carshalton, Surrey SM5 3AL

HAMPSHIRE

ITCHEN ABBAS COUNTY PRIMARY SCHOOL
Itchen Abbas SO21 1BE (Group 2)
FAIR OAK COUNTY INFANT SCHOOL
Botley Road, Fair Oak SO5 7AN (Group 4)
CUPERNHAM COUNTY JUNIOR SCHOOL
Bransley Close, Romsey SO5 8JT (Group 6)

HEADTEACHERS

required for these schools for 1st January, 1985.
Details and application forms available from:
The Area Education Officer, Southgate House, St Swithun St, Winchester on receipt of a foolscap sae.
Closing date for completed application forms 4th June, 1984.
(4532)

ilea Inner London Education Authority

HEADSHIPS

ST MONICA'S RC (JM&I) SCHOOL
HOXTON SQUARE, (OLD STREET), N1 6NT
Roll 212 plus 20 F/T and 23 P/T nursery. Applications are invited from suitably qualified and experienced Catholic teachers holding the Catholic Teachers Religious Certificate. Vacant now. Burnham Group 4 plus Inner London allowance.
Please send foolscap s.a.e. for application form and further details to the Chairman of Governors, Rev. Fr. Dunn, St Monica's, 19 Hoxton Square, N1 6NT. Tel: 739 6006, to whom completed forms should be returned by 22nd May.

ST. MARY'S BALHAM CE (JM&I) AND NURSERY SCHOOL
6 BALHAM PARK ROAD, BALHAM SW12 9BR
Roll 376
Applications are invited for the Headship of this school, vacant from 1st September, 1984. Burnham Group 6 plus Inner London allowance. The Governors are seeking to appoint a communicant member of the Church of England. Must have a commitment to church and community life of the area. There is a very close link between church and school, which shares the same site.
Application forms available from Mrs C. Udall, Clerk to the Governors, 59 Syrrie Road, Balham SW12 9HZ. Completed forms, together with open testimonials and names of referees should be returned by Friday, 25th May, 1984.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER
(4478)

HEADTEACHER

Required January 1985.
MYLAND COUNTY PRIMARY SCHOOL (Group 5), Mill Road, Mile End, Colchester.
Applications are invited from suitably qualified and experienced Teachers for appointment of Head of this school.
Removal and disturbance allowance scheme in operation.
Please send sae (foolscap) for application form and details to: County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date: 1st June, 1984.
(4535)

ESSEX County Council

PRIMARY DEPUTY HEADSHIPS
continued

BEDFORDSHIRE
NORTHERN AREA
ST SWITHUNS LOWER SCHOOL
Cotton End, Wilden, St. Neots Road, Sandy, Beds.
Headmistress: Miss G. Cowperthwaite
Tel: Sandy 80692
Required for September 1984 for this Group 4 School. Number on roll: 130
Required for September 1984, due to the promotion of the present post holder, to a Scale 2 Head. Group 4. The successful candidate will be an experienced, committed teacher with a lively enthusiasm for a modern approach to lower school education.
The post-holder will also be expected to take a leading part in the organisation, management and curriculum development throughout the school.
Application forms and further details from the Headmistress, at the above address or telephone the school immediately.
Closing date ten days after the appearance of this advertisement. (19461) 110012

BEDFORDSHIRE
NORTHERN AREA
CHESTNUT PARK LOWER SCHOOL
Chestnut Avenue, Bedford MK41 9LA
Headmistress: Mrs. M.C. Standing
Tel: Bedford 52801
Gp 4 Co-educational Lower School
Number on roll: 190
Required for September 1984, if possible, or January 1985 a Deputy Head, Group 4 (an SPA is payable).
Applications are invited from suitably qualified and experienced teachers with a strong professional commitment to and concern for the needs of children and families from ethnic minority backgrounds.
Applications forms and further details from the Headmistress, see please, to apply immediately by telephoning the School.
Closing date 18th May 1984. (19617) 110012

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. JAMES' R.C. PRIMARY SCHOOL (AIDED)
Maybury Close, Orpington, Kent BR5 1BL
Required for September 1984.
DEPUTY HEAD TEACHER.
GROUP 5
Applicants should be practising Roman Catholics and have appropriate qualifications and experience.
Application forms and further details (foolscap s.a.e. please) obtainable from the school. Completed forms to be sent to the Chairman of Governors, 283 Crescent Drive, Petts Wood, Kent.
Closing date: 22nd May 1984. (19256) 110013

CROYDON
LONDON BOROUGH OF CROYDON
THE HAYES, JM & I
Hayes Lane, Kenley, Surrey CR8 5JN
Tel: 01-660 4863
Tenable: January 1985 or earlier
Experienced and enthusiastic teacher required for the post of Deputy Headteacher. The successful applicant will be expected to take an active part in all aspects of curriculum development and to participate fully in the life of the school. Skill in teaching music could be an advantage.
Reasonable removal expenses will be reimbursed (details on request).
SALARY Burnham Scale Deputy Headteacher Group 3 plus London Allowance.
Please send S.A.E. for application form from and return completed to the Head Teacher at the above address as soon as possible. (19418) 110012

ESSEX
ST. HELEN'S R.C. PRIMARY SCHOOL
North Road, Westcliff-on-Sea
Tel: Southend 43826
(Roll 194)
REQUIRED HEADSHIP, Group 4
Required September. Applicant must have interest in curricular development. Responsibility Boys' Games/P.E. Strong RE discipline essential. Practising Catholic preferred.
Apply in first instance to Headteacher. (foolscap s.a.e. please). (19828) 110012

HAMPSHIRE
BROCKENHURST C.E. (CONTROLLED) PRIMARY SCHOOL
Sway Road, Brockenhurst
N.O.R. 315 approx.
DEPUTY HEADTEACHER
Group 4 primary school
Salary Scale currently £7,659 - £9,573
Required January 1985. Closing date 25th May 1984.
Applications and curriculum vitae together with s.a.e. to Headteacher. (19810) 110012

DEPUTY HEADTEACHER
Group 4
TWEEDDALE INFANTS' SCHOOL
Paisley Road
Carshalton, Surrey
From 1st September 1984 or 1st January 1985.
The school has approximately 220 pupils on roll including 60 full-time equivalent in 2 nursery classes.
Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE please). 24 hour telephone answering service (01-661 5741).
Closing date 24th May 1984. (4471)
London Borough of Sutton

CAMBRIDGESHIRE
SWAVESEY COUNTY PRIMARY SCHOOL
Required for September or January DEPUTY HEAD; LEADER of this Group 4 School.
Application forms and details from Headteacher, Mr. Malin Avenue, Swavesey, Cambridge CB4 5RN, returnable by 21st May. (19430) 110012

HERTFORDSHIRE
THE RYDE J.M.I. SCHOOL
Pleasant Rise, Hatfield
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of this Group 3 School for September 1984.
Application form and further details available from the Divisional Education Officer, The Commons, Welwyn Garden City, Herts. AL8 4RZ, to whom the completed forms should be returned as soon as possible. (S.A.E. (59743) 110012

HERTFORDSHIRE
MANLAND JMI SCHOOL
Sauncey Avenue, Harpenden AL5 4QW
Head: Mr. K. Stanley
Required for September 1984, a suitably qualified and experienced teacher for the post of Deputy Headteacher, to head the Infant Department. The ability to offer specific discipline and commitment to a Christian school would be welcomed.
Application forms and further details are available from the Head. Please enclose sae. (02321) 110012

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
GREENSIDE INFANTS & NURSERY SCHOOL
Fernside Avenue, Almondbury, Huddersfield (REF 528)
Applications are invited from suitably experienced teachers for the post of DEPUTY HEAD of this GROUP 3 school which caters for the age range 3 - 7 years. The appointment will date from 1 January 1985.
Application forms and further details (s.a.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement. (01465) 110012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST MARK'S PRIMARY SCHOOL
St Mark's Rd, Mitcham, Surrey CR4 3LY
Headteacher Miss M.A. Coles
Tel: 648 2338
Age Range 3 - 9
No. on roll 240
LONDON ALLOWANCE £987
CLOSING DATE 23rd May 1984
Required for September 1984 a Deputy Head Teacher Group 4 primary school. The present school incorporates a Nursery Unit.
Application forms and further particulars of the post may be obtained from the Head Teacher at the above address, please enclose stamped addressed envelope. (19670) 110012

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
Required for September 1984 or as soon as possible thereafter:
DEPUTY HEAD (Group 4)
JOHN BRAMSTON PRIMARY SCHOOL
Newcastle Avenue, New North Road, Hainault, Ilford IG6 3BE
Tel: 01-500 4640
Head Teacher: Mr. M.R. Elliott
Salary: Group 4 Deputy Head: £7,488 - £9,438 plus £615 O.L.A.
Applications are invited from experienced, well-qualified and enthusiastic teachers for the Deputy Headship of this 7 form Primary school with nursery class.
Application forms and further details are available from the Director of Education, Town Hall, Ilford, Essex IG1 2UD (01-478 3040, Ext. 192) to whom completed forms should be returned by 25th May 1984. (19356) 110012

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
FORGE INFANT SCHOOL
Furnival Avenue, Sheffield S17 3QP
A deputy head is required for September 1984 for this open plan partially vertically grouped school. Group 4. A particular interest in art or music would be an asset.
Application forms and further details are available from the Chief Education Officer (Teachers Division) to whom completed forms should be returned at Leopold Street, Sheffield S1 1HF by FRIDAY, 25 MAY 1984. (01451) 110014

SUFFOLK
COUNTY COUNCIL
CHANTRY JUNIOR SCHOOL
Acton Road, Ipswich IP2 0NR (7 - 11, roll 280)
Required January 1985, Deputy Headteacher for this Group 5 Junior School.
Forms and further details are available from the Head at the school (s.a.e. please). (19810) 110014

WEST SUSSEX
MANOR FIELD CP SCHOOL
Junction Road, Burgess Hill, West Sussex RH15 0PZ
Applications are invited for the post of Second Master/Mistress/Head of English (Deputy Head Scale) for this Group 4 school to commence September 1984 (if possible). Applicants must be committed to high academic standards and the development of planning, over-sight, co-ordination and monitoring of the English curriculum.
Forms and details from Headteacher, 29 Copping Close, Burgess Hill, West Sussex RH15 0PZ. Tel: (01 4967) 110014

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. PRIMARY SCHOOL (GROUP 4)
Required for September 1984 DEPUTY HEADTEACHER (Group 4).
Applications should be suitably qualified and experienced teachers of the Roman Catholic and preferably hold the Certificate for Religious Education.
Application forms obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR1 1DN on receipt of a stamped addressed foolscap envelope to be returned to Rev. Father A.K. Daley, Correspondent, Governors, St Joseph's Presbytery, Millfield, Sunderland by 25th May, 1984. (19124) 110012

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
Required for September 1st 1984, Head of Stirling Teaching Music & for a suitably qualified and experienced teacher, a visiting specialist professional orchestral experience would be an advantage.
For further information see listing. Second Dept. Sc.Coords. Music. Heads of Dept. (02254) 110018

BROMLEY
LONDON BOROUGH OF BROMLEY
WARREN ROAD PRIMARY SCHOOL
Warren Road, Orpington, Kent BR6 6EP
Roll: Rising to 640
Required for September 1984, suitably qualified and experienced Junior teacher to lead the Aesthetic Education Department of this large Primary school, Scale 3 post.
OUTER LONDON AREA ALLOWANCE £645
Application forms and further details from the Headmaster at the school (s.a.e. please) to whom completed forms should be returned by 22nd May 1984. (02257) 110020

OLDHAM
METROPOLITAN BOROUGH
EUSTACE STREET INFANT/NURSERY SCHOOL
Eustace Street, Chadderton, Oldham
HEAD OF NURSERY - GRADE 2
Required for September 1984 or sooner if possible, to take charge of the organisation of 5 60 place, full-time nursery working with one other teacher and two NEN assistants. The vacancy arises from the promotion of the present holder.
Application forms/further details (SAE) from the Director of Education, Civic Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, to be returned to him by 25th May, 1984. (19264) 110018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1984:
ST. JOHN'S C.E. INFANTS' SCHOOL
Prothero Gardens, NW4 2SL
Roll 187
Experienced Teacher to be responsible for reading and language development throughout the school also library. Practising Anglican preferred. Scale 2 for suitable applicant.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned by 18th May, 1984. (19405) 110030

BARNET
LONDON BOROUGH OF BARNET
WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley HA9
Roll 235)
Required in September - A suitably qualified and experienced TEACHER to join our enthusiastic staff to share responsibilities and ability to lead in Art and Craft and Display Work a Scale 2 post would be available for a suitable candidate. The school has three BBC micro-computers and a knowledge of Junior School community work would be a distinct advantage.
London Allowance of £987 per annum is payable. Brent Pioneer Area Opportunities Programme committed to Multi-Cultural Education.
Application forms (and obtainable from the Headteacher within (6 days. (19347) 110029

BRENT
LONDON BOROUGH OF BRENT
NORTH WEST LONDON JEWISH DAY SCHOOL
160 Willesden Lane, London NW6 7PA
Required from September 1984 an enthusiastic and qualified TEACHER for this Oldest Jewish Secondary School, with the possibility of a Scale 2 post for a suitably experienced applicant.
London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.
Application forms obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned to Rev. Father A.K. Daley, Correspondent, Governors, St Joseph's Presbytery, Millfield, Sunderland by 25th May, 1984. (19124) 110012

BRENT
LONDON BOROUGH OF BRENT
WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley HA9
Roll 235)
Required in September - A suitably qualified and experienced TEACHER to join our enthusiastic staff to share responsibilities and ability to lead in Art and Craft and Display Work a Scale 2 post would be available for a suitable candidate. The school has three BBC micro-computers and a knowledge of Junior School community work would be a distinct advantage.
London Allowance of £987 per annum is payable. Brent Pioneer Area Opportunities Programme committed to Multi-Cultural Education.
Application forms (and obtainable from the Headteacher within (6 days. (19347) 110029

BRENT
LONDON BOROUGH OF BRENT
SUNNYFIELDS J.M.I. SCHOOL
Watchcroft, Off Greyhound Hill, Hendon, NW4 4JH
Roll 311
Enthusiastic teacher wishing to extend experience as leader of the Infants, the teacher will be expected to work closely with the Junior Staff and to be involved in curriculum development throughout the age range. Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher as soon as possible. (19525) 110029

LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL (Roll 350)
North Street, Barking, Essex
Required for September 1984, ASSISTANT TEACHER FOR A JUNIOR CLASS
In this modern well equipped school, a Scale 2 post is available for a suitable applicant who would then be responsible for English throughout the school. Preference will be given to applicants who are committed Christians and communicant members of the Church of England.
London addition payable. Re-imbursement of removal expenses in approved cases.
Application forms available from and to be returned to Mr. J. Waugh, Correspondent to the Governors, 119 Ripple Lane, Barking, Essex (01-594 4984) by Friday, 25th May, 1984. 110020

London Borough of ENFIELD
EDUCATION DEPARTMENT

MERRYHILLS PRIMARY SCHOOL, Bincote Rd, Enfield EN2 7RE Group 5 Roll 262

DEPUTY HEADSHIP

The above post will become vacant due to the early retirement of the present deputy, and applications are invited for appointment in September, 1984, or as soon as possible.
Application forms (large SAE) and further details obtainable from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XG. Closing date Wednesday, 23rd May, 1984.

ST. MICHAELS CE PRIMARY SCHOOL, Brigadier Hill, Enfield EN2 0NB Group 4 Roll 228 Tel: 01-363 2724

DEPUTY HEADSHIP

Required September 1984, or as soon as possible, Deputy Head Teacher. Applications are invited from suitably qualified and experienced candidates.
Application forms (large SAE) and further details obtainable from the Director of Education, PO Box 56, Civic Centre, Silver St, Enfield EN1 3XG. Closing date Wednesday, 23rd May 1984.

TOTTENHAM INFANTS SCHOOL, Tottenhall Road, London N13 6HX Group 4 Roll 211 plus Nursery Class

DEPUTY HEADSHIP

The above post will become vacant due to the early retirement of the present deputy, and applications are invited for appointment in September 1984, or as soon as possible.
Application forms (large SAE) and further details obtainable from the Director of Education, PO Box 56, Civic Centre, Silver St, Enfield EN1 3XG. Closing date Wednesday, 23rd May, 1984.
For the above posts: London Allowance £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance. (4469)

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £268 p.a. THROUGHOUT THE COUNTY
- Temporary housing may be available
- Generous relocation expenses in approved cases

RE-ADVERTISEMENT

HEADSHIP

CHARLWOOD COUNTY FIRST SCHOOL
Charlwood, Horley

HEADTEACHER required from the commencement of the Autumn Term or as soon as possible thereafter for this Group 2 First School for pupils aged 5-9 years.
NOR: 43.
Salary scale £9504-£10,536 p.a.
Application forms and further details available from County Education Officer (TP/PEB), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Completed applications should be returned not later than 25 May 1984. Previous applicants need not re-apply.
(4549)

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY
- Temporary housing may be available
- Generous relocation expenses may be available

DEPUTY HEADSHIP

THE BROADMERE COUNTY FIRST AND MIDDLE SCHOOL, Sheerwater, Woking

DEPUTY HEADTEACHER required September 1984 or as soon as possible thereafter for this Group 5 Combined First and Middle School for pupils aged 5-12 years + Nursery Unit for 20 + Partially Hearing Unit.
Estimated NOR (January 1985) 195.
Salary scale £8668-£10,677 p.a.
Application forms and further details available from Area Education Officer, "Lismore", 9 Heathside, Woking, GU22 7EU (SAE please). Completed applications should be returned not later than 25 May 1984.
(4562)

ST. PAUL'S & ALL HALLOWS CE JUNIOR SCHOOL
Worcester Avenue, London N17
Tel: 01-801 3811

Deputy Head Teacher
(Group 4)

Required for September 1984 an imaginative and enthusiastic teacher able to make a positive contribution to curriculum development. Practising Anglican preferred. For preliminary visits to the school please phone Mr J. Thompson on 801 3811.
Application forms (s.a.e.) from Education Office, 48–52 Station Road, Wood Green, London N22 4TY and returned to: Father A. Hopes, St. Paul's Vicarage, Park Lane, London N17, by Tuesday, 22nd May, 1984.
London Allowance (£987) payable.
Removal expenses – 100% allowed in approved cases.
(4468)

Haringey
Progress with humanity

PRIMARY EDUCATION
continued

CAMBRIDGE

HARDWICK COMMUNITY PRIMARY SCHOOL
Required for September teacher responsible for Language Development throughout the school (Scale 2).
Application forms and details from Headteacher, Limes Road, Hardwick, Cambridge CB3 7QR (S.A.E. please) returnable by 18th May.
(10119)
110020

ARBURY COUNTY PRIMARY SCHOOL
Required for September teacher for music with general experience for an interest in teaching instrument, who is keen to take responsibility for music throughout the school. (Scale 2).
Application forms and details available from the Headteacher, Carlton Way, Cambridge CB4 2DZ. (S.A.E. please). (10154)
110020

HAMPSHIRE

HOLBURY COUNTY FIRST SCHOOL
Whitefield Road, Holbury, Southampton
NOR 282 approx.
Scale 3 Mathematics Consultant (Co-operative teaching experience in first school phase, but not essential) within Pyramid Schools.
Required September 1984.
Application and curriculum vitae together with E.A.S.O. Headteacher. (01-742) 110020

HARROW

EDUCATION COMMITTEE
GRIMSTON PARK INFANT AND MIDDLE SCHOOL
Privet Avenue, Watch End, Middlesex HA8 4QE
NOR 344 (4-9 years)
MUSIC - SCALE 2
Required for September, 1984 an enthusiastic teacher to act as Music Co-ordinator. The successful candidate would teach a Middle School class, but an interest in the full First and Middle School age range would be an advantage.
Application forms from and to be returned to The Headteacher by 21st May.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19433)
110020

HARROW

EDUCATION COMMITTEE
WELDON COMBINED SCHOOL, Elmbourne Road, Harrow Weald, Middlesex HA3 7JT
(01-907 7997)
SCALE 2
Required September, 1984 an enthusiastic class teacher experienced throughout the age range to take responsibility for Environmental Studies including R.E. This is a two form entry school catering for a multi-cultural community and has a good music tradition. Ability to help with assembly and work could be an advantage.
Application forms from and to be returned to the Headmaster by 21st May, 1984.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19431)
110020

HERTFORDSHIRE

WESTFIELD SCHOOL, Thurrants Lane, Berkhamsted
Required for September 1984, teacher able to offer Music and a consultative role in at least one other area in the First School (5 - 9).
Responsibility in Scale 2 for suitable applicant.
Apply in writing to Head, enclosing full curriculum vitae and names and addresses of two referees.
Closing date: 18th May, 1984. (10119)
110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BOTWELL RC SCHOOL

Readvertisement (Previous applicants need not reapply)

Required for September 1984 a dynamic, dedicated, enthusiastic teacher to be responsible for co-ordination of Remedial Work in the School. Applicants must be of the Catholic faith. Scale 2 or 3 post available for certificated applicants.

Application forms obtainable from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50431). Should be returned to the Chairman of the Governors, Botwell Lane, Hayes, Middlesex.
London Allowance Payable.

Closing Date: 18 May 1984. (10181)
110020

KENT

LAUNCELOT J.M. & I. SCHOOL
Launcelot Road, Downham, Bromley, Kent
NOR 420 plus 50 Nursery children
Required from September 1984.
An enthusiastic class teacher required for September 1984.
Scale 3 Maths & Science, visits to the school especially welcome.
Headteacher: Miss P.M. Dorling 01-697 2304. (19379)
110020

NEWHAM

LONDON BOROUGH OF NEWHAM
HARTLEY INFANT SCHOOL
Hartley Avenue, London E6
Head Teacher: Mrs. I. S. Brady
Number on roll: 232 plus 60 pt time nursery
RESPONSIBILITY FOR MUSIC AND THE ARTS Scale 3
Required September 1984.
Visits welcome - telephone 01-472 0855.
London Allowance: £987 plus Social Priority Allowance paid).
Application forms (s.a.e. please) available from Dept Area Education Office, 2nd Floor, Piccadilly, York YO1 1PW, to whom completed forms should be returned by 23 May 1984.
(19330)

SUFFOLK

COUNTY COUNCIL
FERRINGFIELD CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL
Crawfield Road, Framlingfield, Eye IP13 9DT
(01-) 1108 pupils
Required for September, 1984 or as soon as possible thereafter, an experienced and enthusiastic class teacher, Scale 2 for pupils of 7 - 9 years, able to accept responsibility for the practical area of the curriculum. An interest in display, A.V.A. and/or P.E. and Games would be an advantage.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned.
(18208)
110020

WALTHAM FOREST

ST. JOSEPH'S R.C. JUNIOR SCHOOL
Vicarage Road, London E10
Head: Mr. T. Finn
Required for September. A practising Catholic Teacher to develop and co-ordinate Science throughout the school and be actively interested in football, athletics and swimming. Scale 2 plus London Allowance.
Application form available from Headteacher (send 6 X 4 s.a.e.).

Ref : P47/68B. (19844)

NEWHAM

LONDON BOROUGH OF NEWHAM
CLIFTON CROSS JMI SCHOOL
Churston Avenue, Plaistow, London E13
Head Teacher: Mrs. J.T. Grieve
Number on roll: 240 plus 60 part-time nursery
SCIENCE THROUGH THE CURRICULUM
Scale 2
Required September 1984. A teacher committed to multicultural education is required to extend the science resources and advise on teaching science through a topic based approach. The successful candidate will be required to work in liaison with other post holders. In addition the teacher will be responsible for an infant class.
London Allowance: £987 plus Social Priority Allowance
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 22nd May 1984.
Education Offices, 370/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (19101)
110020

NEWHAM

LONDON BOROUGH OF NEWHAM
HARTLEY INFANT SCHOOL
Hartley Avenue, London E6
Head Teacher: Mrs. I. S. Brady
Number on roll: 232 plus 60 pt time nursery
RESPONSIBILITY FOR MUSIC AND THE ARTS Scale 3
Required September 1984.
Visits welcome - telephone 01-472 0855.
London Allowance: £987 plus Social Priority Allowance paid).
Application forms (s.a.e. please) available from Dept Area Education Office, 2nd Floor, Piccadilly, York YO1 1PW, to whom completed forms should be returned by 23 May 1984.
(19330)

SUFFOLK

COUNTY COUNCIL
FERRINGFIELD CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL
Crawfield Road, Framlingfield, Eye IP13 9DT
(01-) 1108 pupils
Required for September, 1984 as soon as possible thereafter, an experienced and enthusiastic class teacher, Scale 2 for pupils of 7 - 9 years, able to accept responsibility for the practical area of the curriculum. An interest in display, A.V.A. and/or P.E. and Games would be an advantage.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned.
(18208)
110020

WALTHAM FOREST

ST. JOSEPH'S R.C. JUNIOR SCHOOL
Vicarage Road, London E10
Head: Mr. T. Finn
Required for September. A practising Catholic Teacher to develop and co-ordinate Science throughout the school and be actively interested in football, athletics and swimming. Scale 2 plus London Allowance.
Application form available from Headteacher (send 6 X 4 s.a.e.).

Ref : P47/68B. (19844)

NORTH YORKSHIRE

COUNTY COUNCIL
Required for September 1984 a teacher able to offer Music and a consultative role in at least one other area in the First School (5 - 9).
Responsibility in Scale 2 for suitable applicant.
Apply in writing to Headteacher, enclosing full curriculum vitae and names and addresses of two referees.
Closing date: 18th May, 1984. (10119)
110020

KINGSWAY COUNTY JUNIOR SCHOOL
York
A Junior Teacher required for September 1984 with responsibility for Girls' Games throughout the school (particularly Netball), with a committed interest in Lower Juniors. Scale 3 available for suitable applicant.
Application forms (S.A.E. please) available from The Director of Education to whom completed forms should be returned by 23rd May 1984.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (19613)
110020

CORNWALL

TORPOINT INFANT SCHOOL
Albion Road, Torpoint, Cornwall
(01-) 2 pupils
Tel: 0752 812345
Applications are invited from energetic, enthusiastic, experienced teachers or qualified probationers for three permanent posts beginning in September 1984.
Applicants should all offer interest in an area of curriculum and be able to make a positive contribution to the school. Cornishness is for a very important plank with practical teaching and classroom experience. Initiative in developing the curriculum is essential.
Application forms from the Head Teacher on receipt of stamped addressed envelope.
Closing date: 18th May and 8th June 1984.
(01400)
110022

DEVON

Please see displayed advertisement on Page 61. (10353)
110022

DORSET

MOORDOWN ST. JOHN'S C.E. (C) FIRST SCHOOL
Vicarage Road, Bournemouth BH9 3EA
Age Range 5 - 11, NOR 400
Head: Mr. D.M. Waller, B.Ed., Hons.
Required from September 1984 TWO TEACHERS (Scale 1).
1. Enthusiastic infant teacher for top year class. Ability to offer games would be useful.
2. Experienced junior teacher for mixed 2nd/3rd year class with interest in curricula development, especially in multicultural language development and remedial work.
Applicants should be communicant members of the Church of England.
Apply in writing to the Headmaster enclosing c.v.'s indicating special interests and experience and the names and addresses of two referees (one of whom to be a Priest/Minister).
Closing date 18th May 1984.
(19641)
110022

EALING

LONDON BOROUGH EDUCATION SERVICE
ST. SAVIOURS C OF E FIRST SCHOOL
The Grove, Ealing, London W5 5DX
Tel: 01-579 2424, Ext. 277
Required for September 1984: infant teacher with enthusiasm and flexible approach to first year teaching, particularly interested in 4th year work. Scale 2 available for suitable applicant.
Apply in writing by Friday 18th May 1984 giving details of qualifications and experience of two referees' names and addresses.
Application forms (s.a.e.) from Headmistress, Beresford Road, Ealing W5 2AA.
Tel: 0825 31658. (01301)
110022

Scale 1 Posts

BERKSHIRE

WOODEN HILL COUNTY PRIMARY SCHOOL
Stag Hill Avenue, Bracknell RG12 2DY
N.O.R.: 378
Required for September, 1984, full-time Teacher (Scale 1) to work in upper junior class, sharing work co-operatively with other teachers would be an advantage. Visits welcomed to the school by prior arrangement.
Application forms and further details available from the Acting Headteacher. (6AE). Closing date: 31.5.84.
An Equal Opportunity Employer. (19464)
110029

BRENT

LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANT AND NURSERY SCHOOL
All Souls Avenue, NW9 5AN
(Roll: 280 Plus 80 P/T Nursery)
Required in September - Two teachers for Infants (including Catholic Teachers (Scale 1).
Please apply (S.A.E.) to Headmistress for application form and with the names and addresses of two referees. Closing Date 21st May.

ST ROBERT SOUTHWELL R.C. JUNIOR MIXED AND INFANTS' SCHOOL
Slough Lane, NW9 7YD
(Roll 420)
Required from September, 1984 TEACHER (S.S.) able to teach Junior and Infant classes. Active, versatile enthusiast, able to work happily with others. (Scale 1).
London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.
Application forms and further details (sae) obtainable from the Headteacher returnable by 21st May.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.

BRENT

LONDON BOROUGH OF BRENT
ST. ROBERTS SOUTHWELL R.C. Junior Mixed and Infants School
Slough Lane, NW9 7YD
(Roll 420)
Required from September, 1984 TEACHER (S.S.) able to teach Junior and Infant classes. Active, versatile enthusiast, able to work happily with others. (Scale 1).
London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.
Application forms and further details (sae) obtainable from the Headteacher returnable by 21st May.

DORSET

WILLIAM BARNES COUNTY PRIMARY SCHOOL
Behind Station Street, Sturminster Newton
(Roll 190)
TEACHER (Scale 1) required from September or January for a year initially pending reception/infant class.
Application forms, returnable to the Headmaster by 25th May, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (telephone 0305 65252).
(19654)
110028

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. GEORGES R.C. PRIMARY SCHOOL
Gordon Rd., Enfield
Required for September 1984, INFANT TEACHER (Scale 1). Candidates must be practising Catholics.
Application forms from the Acting Headteacher.
Closing date 25th May 1984. (19281)
110022

GLOUCESTERSHIRE

ROBARY R.C. PRIMARY SCHOOL
Beeches Green, Stroud GL5 4AB
Tel: 0453 2-11-71
Required for September 1984 probationary teacher to take a mixed Junior class. Interest in musical subjects with particular interest in R.E. Practising Catholics only.
Apply to Head for application form.
(19654)
110022

HARROW

EDUCATION COMMITTEE
AYLWARD FIRST AND MIDDLE SCHOOL
Pinnbourne Drive, Pinner, Middlesex HA5 3HB
Tel: 01-868 9281
Required (for September) a teacher for a year to teach Games to girls in the Middle School.
Application forms from the Acting Headteacher to whom completed forms should be returned by 21st May. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19358)
110022

HARROW

EDUCATION COMMITTEE
ST GEORGE'S R.C. INFANT SCHOOL
Stanbury Hill, Harrow, Middlesex HA1 3AS
Tel: 01-864 5540
MUSIC - Scale 2
Temporary teacher required from 1st September, 1984 to cover maternity leave. Ability to play a piano and to teach music throughout the school essential. Applicants should be practising Catholics.
Application forms from the Headteacher to be returned to the Reverend L. Cuthbert, S.J. by 21st May.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19231)
110022

HARROW

EDUCATION COMMITTEE
WEST HARROW INFANT SCHOOL
Northolt Road, Harrow Weald, Middlesex HA3 7BP
Tel: 954 5252
Required for September 1984 a teacher with an interest in Art/Craft and/or Science to take responsibility for the Reception class. The ability to play the piano would be an advantage. The school comprises 3 classes of 4 year olds in the Nursery class and 3 classes of 5 year olds in the Infant class. The ability to play the piano would be an advantage.
Application forms from the Headteacher to be returned by 21st May 1984.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19228)
110022

HOUNSLOW

CHAINEWORTH INFANTS' SCHOOL
Mouth Road, Hounslow, Middlesex TW4 6NP
Tel: 01-560 6070
Headteacher: Miss S.A. Flaherty
Required as soon as possible a lively and enthusiastic part class teacher.
Interested applicants are welcome to visit by arrangement, appointment.
Application forms are available from the Headteacher (s.a.e. please) to whom it should be returned when completed.
LONDON ALLOWANCE £2,643. WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (19439)

LONDON BOROUGH OF HARROW
KING AND DAGENHAM
BARKING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
Required for September 1984 Scale 1 Teacher for a Junior class. Further details and application forms under Primary, Scale 2.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE

SUPPLY TEACHERS

Qualified Teachers preferably with experience are invited to apply for positions on Brent's pool of Supply Teachers (Scale 1). The work could include long term cover for teachers on maternity leave as well as for casual sickness. Application forms (sae) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable within 10 days.

London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education
(4478)

TANZANIA

ARUSHA INTERNATIONAL INTAKE SCHOOL
Required five Primary school teachers, couples and teaching preferred, as from September 1984.
Send curriculum vitae to: Director of Studies, C/- Cable & Wireless Ltd., P.O. Box 221 or 500 Lushoto, Tanzania. East Africa. (19277)
110022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
THOMAS GAMEUIL PRIMARY SCHOOL
Colchester Road, London E17
Head Teacher: Mrs. Wilson
Required for June. Two temporary posts to cover for maternity leave in this oppen-point Primary School. One post (F) for vertically grouped infant class, the other is for a Year 4 Junior class. Both posts are temporary. Scale 1 plus London Allowance.
Application form available from Headteacher (s.a.e. please) or 4 s.a.e.'s.
Ref P60a/689. (19846)
110022

WEST SUSSEX

ST. MARGARET'S C.E. SCHOOL
Marden Close, Ifield, Crawley RH11 0AG
Scale 2 experienced teacher for September 1984 for Infant class.
Details from Area Education Officer, Goffs Park House, Horsham Road, Crawley (to whom completed forms should be returned by 21st May).
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19358)
110022

Remedial Posts

Scale 2 Posts and above

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
HIGH VIEW SCHOOL
REMEDIAL TEACHER (Scale 2)
Required for September 1984 or January 1985, a suitably qualified and experienced teacher to lead a small team of remedial teachers. Teachers working with pupils and parents in ordinary schools.
Application form from and to be obtained from and returned to the Directorate of Education, The Grove, Carshalton, Surrey SM5 3AL (01-) 643 9124 (24 hours answering service).
Closing date: 21st May 1984. (19221)
111020

Middle School Education

Headships

HAMPSHIRE

BITTERNE C.E. MIDDLE SCHOOL
Required January 1985 HEAD GROUP 6.
S.A.E. for application form and details to: Area Education Officer (SE/FH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for completed application forms 25th May 1984. (19318)
110022

HAMPSHIRE

HEATHFIELD MIDDLE SCHOOL
Early advertisement - previous applications are still under consideration.
Required September or January 1985 HEAD Group 6.
S.A.E. for application form and details to: Area Education Officer (SW/FH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for completed application forms 25th May. (19561)
110010

HAMPSHIRE

FOXHILLS COUNTY MIDDLE SCHOOL
Foxhills Lane, Colbury, Nr. Southampton
N.O.R. 325 approx.
HEADTEACHER Group 6
School currently £12,267 in hand.
Required 1st January 1985.
Full details and application form from Area Education Officer, Cannon Street, Lymington. Tel: Lymington 71811.
Closing date 25th May 1984. (19508)
120010

By Subject Classification

English

Scale 1 Posts

HERTFORDSHIRE

EDWINSTREE SCHOOL
Norfolk Rd., Buntingford, Herts.
Head: Mr. E. Read
Scale 1 required for September 1984 who can offer English as a main subject and make a substantial contribution to girls' games. Those other first class qualifications who can meet the above criteria are welcome as applicants.
Apply by letter to the Head, from whom further information and qualifications, giving details of experience with names and address of two referees.
(19665)
120422

Mathematics

Heads of Department

BEDFORDSHIRE

NORTHERN AREA
EDWARD PEAKE MIDDLE SCHOOL
Potton Road, Biggleswade, Beds SG18 8JU
Group 6 - 9-13 Co-educational Middle School, number on roll: 300
Required for September 1984, a suitably qualified and experienced Teacher for the post of Head of (first year group, scale two).
A teacher is sought who has the energy and enthusiasm necessary to provide effective leadership and considerable flexibility, and to further procedures established with considerable success in the school.
Application forms and further details from the Headmaster, see please. (19358)
110022

Scale 2 Posts and above

HAMPSHIRE

WIMBORNE MIDDLE SCHOOL
Wimborne Road, Southsea, Hants. PO4 9QE
Tel: Portsmouth 733784
Scale 2 co-ordinator for Lower School required for January 1985 (in which case the successful applicant will be expected to offer one consultancy. Please indicate your preference when applying).
Closing date 25.3.84. (01737)
125620

HARROW

EDUCATION COMMITTEE
GRIMSTON PARK INFANT AND MIDDLE SCHOOL
Privet Avenue, Watch End, Middlesex HA8 4QE
NOR 344 (4-9 years)
MUSIC - SCALE 2
Required September 1984 an enthusiastic, versatile class teacher interested in boys' P.E. and Games.
Application forms and further details from the Headmaster, see please. (19358)
110022

Physical Education

Scale 2 Posts and above

SUFFOLK

COUNTY COUNCIL
ST. LOUIS R.C.V.A. MIDDLE SCHOOL
St. Andrews Street South, Bury St. Edmunds
(Mixed comprehensive 9 - 13: 490 on roll)
Required for September, 1984 CO-ORDINATOR of PHYSICAL EDUCATION (Scale 2).
Application forms and further details available from the Head Teacher at the school concerned (s.a.e. please) to whom they should be returned. (19505)
134420

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
HOLYWELL MIDDLE SCHOOL
Red Lion Close, Cranfield, Bedfordshire
Headmaster: Mr. T. James
Tel: Bedford 740384
9 - 13 Co-educational Middle School. Number on roll: 330
Required for September 1984, a Teacher of Girls' PE and Games, scale one.
The successful candidate will be responsible for Girls' Games and PE throughout the School and will teach PE to Boys and Girls in the 1st and 2nd years. The School has a well-equipped gymnasium and extensive playing fields.
Application forms and further details from the Headmaster, see please. (19358)
134420

HAMPSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
BARLEY MIDDLE SCHOOL
Acting Headmistress: Mrs. Jones
Tel: Basingstoke 463251
Required for September 1984 a scale two or three post may be available according to qualifications and experience.
Experimental applicants should be capable of teaching Mathematics throughout the School.
In addition to offer assistance with Boys' PE and Games would be an added recommendation.
Application forms and further details from and returnable to the Acting Headmistress, see please. (19358)
123418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BAWDEN MIDDLE SCHOOL
DARLEY MIDDLE SCHOOL
Bawden Lane, Sevenoaks, Kent TN14 5AU
(9 - 13 years Group 7)
Experienced teacher of Mathematics to teach and lead the subject. Head of Department post (Scale 3. From September 1984.
Letters of application to the Headmaster, see please.
Interviews will be held shortly. (19358)
123418

Modern Languages

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
HOLYWELL MIDDLE SCHOOL
Red Lion Close, Cranfield, Bedfordshire
Headmaster: Mr. T. James
Tel: Bedford 740384
9 - 13 Co-educational Middle School. Number on roll: 330
Required for September 1984, a Teacher of Girls' PE and Games, scale one.
The successful candidate will be responsible for Girls' Games and PE throughout the School and will teach PE to Boys and Girls in the 1st and 2nd years. The School has a well-equipped gymnasium and extensive playing fields.
Application forms and further details from the Headmaster, see please. (19358)
134420

Scale 1 Posts

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BOUGHTON MIDDLE SCHOOL
Boughton Lane, Maidstone, Kent ME15 9QH
(9 - 13 Co-educational Middle School. Number on roll: 330)
Required for September 1984, a suitably qualified and experienced Teacher of Girls' PE and Games, scale one.
The successful candidate will be responsible for Girls' Games and PE throughout the School and will teach PE to Boys and Girls in the 1st and 2nd years. The School has a well-equipped gymnasium and extensive playing fields.
Application forms and further details from the Headmaster, see please. (19358)
134420

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
HOLYWELL MIDDLE SCHOOL
Red Lion Close, Cranfield, Bedfordshire
Headmaster: Mr. T. James
Tel: Bedford 740384
9 - 13 Co-educational Middle School. Number on roll: 330
Required for September 1984, a Teacher of Girls' PE and Games, scale one.
The successful candidate will be responsible for Girls' Games and PE throughout the School and will teach PE to Boys and Girls in the 1st and 2nd years. The School has a well-equipped gymnasium and extensive playing fields.
Application forms and further details from the Headmaster, see please. (19358)
134420

Science

Scale 2 Posts and above

HARROW

EDUCATION COMMITTEE
STANBURN MIDDLE SCHOOL
Abercorn Road, Stanmore, Middx. HA7 2PJ
Tel: 01-954 3823
SCALE 2
Required for September 1984 in this 8 - 13 Middle School. Class Teacher with particular interest in P.E. and BOYS' GAMES and the person appointed will also be expected to establish/organise teaching resources, material and audio visual equipment. An interest in Drama would also be helpful. Scale 2 for suitably qualified and experienced candidate.
Application forms from and to be returned to the Headteacher by 21st May, 1984.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19841)
125620

HAMPSHIRE

WIMBORNE MIDDLE SCHOOL
Wimborne Road, Southsea, Hants. PO4 9QE
Tel: Portsmouth 733784
Scale 2 co-ordinator for Lower School required for January 1985 (in which case the successful applicant will be expected to offer one consultancy. Please indicate your preference when applying).
Closing date 25.3.84. (01737)
125620

HARROW

EDUCATION COMMITTEE
BELMONT FIRST AND MIDDLE SCHOOL
Belmont Road, Stanmore, Middlesex HA7 2AA
Tel: 954 4496 1354
Required September 1984 an enthusiastic, versatile class teacher interested in boys' P.E. and Games.
Application forms from and to be returned to the Headteacher by 21st May, 1984.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19233)
125622

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
CLAREMONT MIDDLE SCHOOL
Grange Road, Riddlesden, Keighley BD20 5AW
Applications are invited from enthusiastic teachers for a permanent full time Scale 1 post in this middle school with an increasing number of bilingual pupils, to join two colleagues in the 4th floor Provincial House. Market Street, Bradford BD1 1NE and should be returned to the Headteacher by 25 May 1984.
Reference: ET 37084/ERS.
The position is an equal opportunities employer and welcomes applications from candidates of any race, sex, marital status or ability unless otherwise stated. (19813)
125622

Other than by Subject Classification

Heads of Department

BEDFORDSHIRE

NORTHERN AREA
BURGOYNE MIDDLE SCHOOL
Mill Street, Potton, Bedfordshire
Headmaster: Mr G. Henderson. Tel: Potton 3409
9 - 13 Co-educational Middle School, number on roll: 300
Required for September 1984, a suitably qualified and experienced Teacher for the post of Head of (first year group, scale two).
A teacher is sought who has the energy and enthusiasm necessary to provide effective leadership and considerable flexibility, and to further procedures established with considerable success in the school.
Application forms and further details from the Headmaster, see please. (19358)
110022

Scale 2 Posts and above

HAMPSHIRE

WIMBORNE MIDDLE SCHOOL
Wimborne Road, Southsea, Hants. PO4 9QE
Tel: Portsmouth 733784
Scale 2 co-ordinator for Lower School required for January 1985 (in which case the successful applicant will be expected to offer one consultancy. Please indicate your preference when applying).
Closing date 25.3.84. (01737)
125620

HARROW

EDUCATION COMMITTEE
STANBURN MIDDLE SCHOOL
Abercorn Road, Stanmore, Middx. HA7 2PJ
Tel: 01-954 3823
SCALE 2
Required for September 1984 in this 8 - 13 Middle School. Class Teacher with particular interest in P.E. and BOYS' GAMES and the person appointed will also be expected to establish/organise teaching resources, material and audio visual equipment. An interest in Drama would also be helpful. Scale 2 for suitably qualified and experienced candidate.
Application forms from and to be returned to the Headteacher by 21st May, 1984.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (19841)
125620

SURREY

CHANDLER C.E. (AIDED) MIDDLE SCHOOL
Robin Lane, Witley, Surrey GU8 5PB
(N.O.R. 365)
Scale 3 Post
Required for September 1984 an experienced class teacher to lead the 9 mixed age classes in the Lower School, responsible for day to day coordination of the timetable and curriculum, and for English language work throughout the school.
Applications with full curriculo vitae and the names of 2 referees to the Headmaster by the 21st May. (19555)
125620

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
CLAREMONT MIDDLE SCHOOL
Grange Road, Riddlesden, Keighley BD20 5AW
Applications are invited from enthusiastic teachers for a permanent full time Scale 1 post in this middle school with an increasing number of bilingual pupils, to join two colleagues in the 4th floor Provincial House, Market Street, Bradford BD1 1NE and should be returned to the Headteacher by 25 May 1984.
Reference: ET 37084/ERS.
The position is an equal opportunities employer and welcomes applications from candidates of any race, sex, marital status or ability unless otherwise stated. (19813)
125622

DORSET

CHANBORNE MIDDLE SCHOOL
Chanborne, Wimborne
Cranborne (Ranger's) Chase (Equidistant from Sherborne, Blandford & Ringwood)
General class teacher with interest in Science & a remedial work and/or boys' games. Scale 1.
Apply in writing to the Headmaster, enclosing c.v. and the names and addresses of two referees. (19633)
125622

Secondary Education

Headships

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SCHOOLS DIVISION
LADY ANNE CREVYKE MIDDLE SCHOOL FOR GIRLS
Jefferson Road, Sheerness
Required September 1984 a teacher for general subjects in a flexible curriculum. Please state strength in any particular curriculum area.
Application forms from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne ME10 4SS to be returned to the Headmistress at the school as soon as possible. (19874)
125622

SHROPSHIRE

EDUCATION COMMITTEE
STIRCHLEY MIDDLE SCHOOL
District Centre, Stirchley, Telford TF3 1FD
Required for September, 1984 a teacher for an integrated environmentally-based programme, creative approach to general subjects and sensitive, an additional interest in any of the following: LANGUAGE, MATHEMATICS, ENVIRONMENTAL SCIENCES and CRAFTS.
The post is initially subject to a contract of one year's duration.
Further details and application forms (send s.a.e.) from the Head (Tel: 0952 591836). (19321)
125622

Secondary Education

Headships

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SCHOOLS DIVISION
DEPARTMENT OF HEAD TEACHERS
ROSEMOUNT COURT
SECONDARY SCHOOL
Rosemount Road, Tunbridge Wells TN2 3QT
(On Roll) 1000
Head Teacher required January 1985.
Application forms and further details from the Divisional Education Officer, 54 Grove Hill Road, Tunbridge Wells TN1 1SP (SAE please).
Closing date 25th May 1984 (19875). (19875)
130010

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY
- Temporary housing may be available
- Generous relocation expenses in approved cases

HEADSHIP

BISHOP REINDORP C of E (AIDED) COMPREHENSIVE SCHOOL, Guildford

HEADTEACHER required from the commencement of the Autumn Term 1984 or as soon as possible thereafter for this Group 12 Voluntary Aided Comprehensive School for pupils aged 12 - 18 years.
NOR 1365, Inc. 165 Sixth Form.
Salary scale £18,495-£19,701 p.a.
Applicants must be communicant Members of the Church of England. Application forms and further details available from Area Education Officer, 14 a/b North Street, Guildford, GU1 4AF (SAE please). Completed applications should be returned not later than 25 May 1984.
(4548)

SOUTHWARK DIOCESAN BOARD OF EDUCATION

INNER LONDON EDUCATION AUTHORITY

BACON'S CE SCHOOL
Delaford Road, Bermondsey SE16

Required in January 1985

HEADTEACHER

(Group 10)

The School is a six-form entry Voluntary Aided Church of England 11-18 Mixed Comprehensive School. 925 on roll.
The post of Headteacher will become vacant on the retirement of the present Head. Applications are invited from committed Christians with relevant qualifications and experience.
Further details and forms of application from the Clerk to the Governors, 48 Union Street, London SE1 1TD. Closing date: 4th June, 1984.
(4429)

Wiltshire

PINEHURST JUNIOR SCHOOL
Beech Avenue, Pinehurst, Swindon SN2 1JT
Head Teacher: Mr J. D. Thomas
Estimated NOR January 1985 315
Required September 1984, a suitably experienced teacher for the post of Scale 3 Team Leader with responsibility for Art and Craft throughout the school.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher before the 18th May, 1984, please.

PENHILL JUNIOR SCHOOL
Haddington Close, Penhill, Swindon SN2 5LN
Head Teacher: Mr G. M. Stephens
Estimated NOR January 1985 235
Required September 1984, Scale 2 teacher to be responsible for Art, Craft and Display.
The successful applicants would be required to provide leadership and inspiration for art, craft and display work throughout the school.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school before the 18th May, 1984, please.

EVEN SWINDON INFANTS' SCHOOL
Hughes Street, Swindon SN2 2ER
Head Teacher: Miss S. Gough
Estimated NOR January 1985 127
Required September 1984, Scale 2 teacher for Language development. Lively teacher, ability with music an advantage.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher before the 18th May, 1984, please.

OLIVER TOMPKINS CHURCH AIDED JUNIOR SCHOOL
Beaumaris Road, Toothill, Swindon SN5 8LW
Head Teacher: Mr A. S. Pagett
Estimated NOR January 1985 207
Required September 1984, Scale 2, enthusiastic teacher required to be initially responsible for audio-visual aids, library and general resources.
Preference may be given to applicants with a christian background.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school before the 18th May, 1984, please.

FRESHBROOK IJ SCHOOL
Worsley Road, Swindon SN5 9NU
Head Teacher: Mrs M. Barker
Estimated NOR January 1985 409
Required September 1984, Scale 2 Teachers.
1 post Environmental Studies
1 post Co-ordination of School/Home Liaison and Community Involvement.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school before the 18th May, 1984, please.

LONGLEAZE IJ SCHOOL
Longleaze, Wootton Bassett, Wiltshire SN4 8BA
Head Teacher: Mr A Battierham
Estimated NOR January 1985 236
Required September 1984 Scale 2 teacher, Unit Leader for reception/middle infants with responsibility for Art and Craft.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher before the 18th May, 1984, please. (4572)

TEACHER TUTORS

Scale 4

Required January 1985 or as soon as possible.
Applications are invited for the following two posts:
Teacher Tutor (Nursery/Infant)
Teacher Tutor (Junior)
These posts have been created in order to support the training of teachers working with ethnic minority pupils and communities. A substantial part of these posts is the running of courses and liaising with all relevant agencies. These posts reflect a community approach to education. Knowledge of inner city education and/or ethnic minority languages and customs an advantage.
London Allowance: £987.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 28th May, 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer (4543)
LONDON BOROUGH OF NEWHAM

SECONDARY HEADSHIPS
continued

MID GLAMORGAN

EDUCATION AUTHORITY
LLANDAFF DIOCESE
ST. JOHN HAMPTON CHURCH IN WALES COMPREHENSIVE SCHOOL
Aberdare
(Voluntary Aided: Co-Educational: 11 to 18 years: 1,000)
Applications are invited for the post of HEADTEACHER of the above School from September, 1984.
The successful applicant will be a committed practising member of the Church in Wales or a Church in full communion with it and a Good Honours graduate, with considerable relevant experience.
Further particulars and application forms are obtainable from the Honorary Clerk to the Governors, at the School, Cwm Road, Aberdare, Mid Glamorgan CF44 8ES (Tel: (0685) 875414).
Closing date for applications: 21st May, 1984. (03343) 130010

Deputy Headships
Second Masters/ Mistresses

AVON COUNTY

NAILSEA SCHOOL
Misarmead Road, Nailsea, Bristol BS19 2HN
Required for September 1984, Deputy Head (Group 10) to initiate and lead developments in at least two major areas of the school's task. These areas could include the following: curriculum, timetable, organisation, pastoral development of pupils, the professional development of staff, school evaluation, parents and community.
The school has a Senior Executive consisting of a deputy head and three senior teachers who meet with the Headmaster to determine matters of common interest. A successful candidate will be a key member of this team.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names of two referees. Please enclose s.a.e.
Avon is an equal opportunities employer. (1914) 130013

GLOUCESTERSHIRE

NEWENT SCHOOL
Newent
This 11 - 18 mixed rural comprehensive school (1300 on roll) will have a vacancy in September for a Second/Mistress, Group 11. Existing responsibilities include the timetable, curriculum and Sixth Form but these will be negotiable.
Letters of application to the Headmaster by 16th May, interviews on 24th May. (19858) 130014

EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
AYLESFORD SCHOOL,
TEAPOT LAND, AYLESFORD
MAIDSTONE, KENT ME20 7JU
APPOINTMENT OF HEAD TEACHER
Group 10 Roll 966
Applications are invited for the post of Head Teacher of the Group 10 High School to take effect from January 1985.
Application forms and further particulars are obtainable from the Divisional Education Officer, 123 High Street, West Malling, Kent ME19 6NE returnable by 1st June 1984. (4587)

KENT COUNTY COUNCIL

RE-ADVERTISEMENT
HEAD
Required January 1985.
COLCHESTER ROYAL GRAMMAR SCHOOL, Lexden Road, Colchester.
Applications are invited from suitably qualified Teachers with appropriate senior experience, for the Headship of this Voluntary Controlled Grammar School for Boys. Roll approx. 650 (approaching 200 in VI Form). There is a boarding house for 60 boys.
Salary Group 11. School is in Group 10, but salary given at Group 11 in recognition of boarding element.
Removal and disturbance allowance scheme in operation.
Please send foolscap sae for form and details to: County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date: 1st June, 1984.
Previous applicants will be re-considered. (4638)
ESSEX

ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1450)
Tel: Basildon 5525361
DEPUTY HEAD, Group 12
Required September, Second Mistress/mistress to head Sixth Form and School Examinations Officer. Other responsibilities (which could include pastoral work) are negotiable.
Apply immediately by letter to Headmaster with full c.v. and names of two referees (postage s.a.e. please). (19820) 130012

SCHOOL
Newent
This 11 - 18 mixed rural comprehensive school (1300 on roll) will have a vacancy in September for a Second/Mistress, Group 11. Existing responsibilities include the timetable, curriculum and Sixth Form but these will be negotiable.
Letters of application to the Headmaster by 16th May, interviews on 24th May. (19858) 130014

EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
AYLESFORD SCHOOL,
TEAPOT LAND, AYLESFORD
MAIDSTONE, KENT ME20 7JU
APPOINTMENT OF HEAD TEACHER
Group 10 Roll 966
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Application forms and further particulars are obtainable from the Divisional Education Officer, 123 High Street, West Malling, Kent ME19 6NE returnable by 1st June 1984. (4587)

KENT COUNTY COUNCIL

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Salary Group 11. School is in Group 10, but salary given at Group 11 in recognition of boarding element.
Removal and disturbance allowance scheme in operation.
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Wickford Avenue, Pitsea, Basildon
(Roll 1450)
Tel: Basildon 5525361
DEPUTY HEAD, Group 12
Required September, Second Mistress/mistress to head Sixth Form and School Examinations Officer. Other responsibilities (which could include pastoral work) are negotiable.
Apply immediately by letter to Headmaster with full c.v. and names of two referees (postage s.a.e. please). (19820) 130012

NORTH YORKSHIRE

COUNTY COUNCIL
PINDAR SCHOOL
Eastfield, Scarborough YO11 3LX
Required for September, 1984 or January, 1985 a SECOND MASTER/MISTRESS (Deputy Head Group 10) to work within a senior management team of four, with supporting roles and responsibilities according to the particular strength and expertise of the successful candidate.
Application forms and further particulars available from the Head (Tel: 0723 361940) to whom completed forms should be returned as soon as possible (s.a.e. please). (19921) 130012

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
CYNON VALLEY DISTRICT
SECONDARY SCHOOL
MOUNTAIN ASH
(Social Priority Allowance payable)
SECOND MASTER/MISTRESS (GROUP 11)
Required for September, 1984, a suitably qualified and experienced graduate teacher. The main responsibility will be girls' welfare and discipline for whom the successful candidate will be responsible, throughout the school.
A detailed job description will be sent with the application form.
Application forms to be returned by 18th May, 1984 obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Old Boys Building, School Road, Tracy-gan, Aberdare. Tel: Aberdare 877755.
Applications received will be considered only after the teaching staff who are to be interviewed, and other Mid Glamorgan teaching staff have been canvassing will DISQUALIFY.
A.E.S. Hopkins, Director of Education. (18442) 130012

NORTH YORKSHIRE

COUNTY COUNCIL
PINDAR SCHOOL
Eastfield, Scarborough YO11 3LX
Required for September, 1984 or January, 1985 a SECOND MASTER/MISTRESS (Deputy Head Group 10) to work within a senior management team of four, with supporting roles and responsibilities according to the particular strength and expertise of the successful candidate.
Application forms and further particulars available from the Head (Tel: 0723 361940) to whom completed forms should be returned as soon as possible (s.a.e. please). (19921) 130012

BERKSHIRE

PURZE PLATT COMPREHENSIVE SCHOOL
Purze Platt Road,
Maidenhead, Berkshire SL6 7XQ
R.O.S.: 1010
Required for September if possible, otherwise in January or 1985, HEAD OF THE REMEDIAL DEPARTMENT (Scale 3) in this 6th form 11 - 18 co-educational comprehensive school on the edge of Maidenhead.
Please apply IMMEDIATELY to the Headmaster by letter, stating age, qualifications, experience and all other relevant information and naming two referees.
Candidates are invited to state their views on the organisation and work of the department.
Further information available from the School (s.a.e.). Tel: Maidenhead 25508. No closing date.

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE SCHOOL
Kirkbymoorside, York YO6 6AT
Required for September, 1984 a Senior Teacher to be in charge of curriculum administration and Timetabling and to be co-ordinator for the curriculum of tutorial periods. A contribution to teaching in one of the following areas would be an advantage:- Maths, Computer Ed., CDT, Art.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 25th May, 1984. (01439) 131020

WEST SUSSEX

SOUTHERN AREA
WORTHING HIGH SCHOOL
Rectory Road, Worthing
(13 - 18 comprehensive) Roll 1030
Second Master/Mistress (Deputy Head Group 10 Salary: Required September, 1984 for this mixed comprehensive school.
The man or woman appointed will be expected to play a full role in the management of the school. Specific duties will initially be allocated according to the expertise of the successful applicant, but a willingness to cover all aspects of the life of the school is required.
Applicants should telephone the school (Worthing 205268) on Friday, 11th May or Saturday, 12th May (before noon) for further details.
Applications by letter as soon as possible. Candidates will be invited to view the school on 24th May. Interviews to be held, week beginning 28th May. (01753) 130018

Remedial Posts

Heads of Department

AVON COUNTY

WELLSWAY SCHOOL
Charlton Road, Keynsham, Bristol BS18 1PH
(13 - 18 comprehensive) Roll: (1180, 150 in sixth form)
This school is in a pleasant area midway between Bristol and Bath and is on the edge of the green belt.
Required for September 1984, Head of Remedial Education (Scale 3). Applicants must be well qualified and able to identify and develop the special needs of our students.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names of two referees. Please enclose sae.
Avon is an equal opportunities employer. (1914) 130013

BERKSHIRE

PURZE PLATT COMPREHENSIVE SCHOOL
Purze Platt Road,
Maidenhead, Berkshire SL6 7XQ
R.O.S.: 1010
Required for September if possible, otherwise in January or 1985, HEAD OF THE REMEDIAL DEPARTMENT (Scale 3) in this 6th form 11 - 18 co-educational comprehensive school on the edge of Maidenhead.
Please apply IMMEDIATELY to the Headmaster by letter, stating age, qualifications, experience and all other relevant information and naming two referees.
Candidates are invited to state their views on the organisation and work of the department.
Further information available from the School (s.a.e.). Tel: Maidenhead 25508. No closing date.

ROTHERHAM

METROPOLITAN COUNCIL

WATH POPE PIUS X R.C. SECONDARY SCHOOL
11 - 16 Mixed. Pupils Nos. for 1984/85 academic year 800
Required for September, 1984 DEPUTY HEAD and SECOND MASTER/MISTRESS (GROUP 11).
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for these two posts which will have become vacant through retirement. It is possible that the distribution of responsibilities will be according to the capabilities of the successful candidates. Applicants should indicate those areas in which they have particular interests.
Further information available from the Head (Tel: Rotherham (0709) 873219).
Closing Date: 22nd May, 1984.
Applications by letter to the Clerk to the Governors, c/o the School, Wath Wood Road, Wath-upon-Dearne, Rotherham S63 7EP, naming two referees. Q. Crane, Acting Director of Personnel Services. (02464) 130017

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Special Needs Department.
Scale 3
Required for September, 1984 an experienced teacher to work in the resource for Moderate Learning Difficulties.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned by 21 May, 1984. (01483) 131020

Scale 1 Posts

AVON COUNTY

KINGSWOOD SCHOOLS
(SPECIAL UNIT)
TEACHER
See display advertisement

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
HEAD OF SPECIAL NEEDS (Scale 3)
A well-qualified and experienced teacher is sought with the ability and enthusiasm to organise this important department. The successful candidate will be expected to work closely with other staff and to be responsible for the identification and development of the special needs for pupils throughout the school.
Substantial additional allowance.
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two home allowances.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Headteacher at the school as soon as possible. (19857) 131018

Scale 2 Posts and above

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
Required for September 1984 a co-ordinator of Remedial Education (Scale 3) to be in charge of the organisation of Remedial English. The successful applicant will be involved in teaching in the Remedial Department and to be co-ordinator for the following areas would be an advantage:- Maths, Computer Ed., CDT, Art.
Application forms may be obtained (S.A.E. please) from Mr. K. Lickley, B.Ed. (Cantab), Headmaster, Ecclesihill Upper School, Bairstow Barrosse Road, Bradford BD10 8SE, to whom completed forms should be returned by 23rd May 1984.

BUCKINGHAMSHIRE

WYCOMBE AREA
BRENCHWOOD SCHOOL
Fairacres Way, Bowerley, High Wycombe, Bucks.
Head: Mrs. E. Giles
Roll: 580 plus
Required from September 1984 Teacher/Counsellor in Charge of Sanctuary unit at the above school. Applicants should have experience of remedial work and of children with emotional and behavioural problems. Scale 2 post for suitable applicant.
Subsequent removal expenses, 75% allowance for local and Estate Agents' fees (maximum payment £500) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases. Application and further particulars from Headteacher on receipt of stamped addressed envelope. (19883) 131020

DEVON

Please see displayed advertisement on Page 31. (5349) 131020

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Special Needs Department.
Scale 3
Required for September, 1984 an experienced teacher to work in the resource for Moderate Learning Difficulties.
Further details and application forms are available from the Headteacher at the school, to whom completed forms should be returned by 21 May, 1984. (01483) 131020

Scale 1 Posts

AVON COUNTY

KINGSWOOD SCHOOLS
(SPECIAL UNIT)
TEACHER
See display advertisement

BERKSHIRE

EMMBROOK SCHOOL
Emmbrook Road, Wokingham RG11 1JH
N.O.R.: 1240
Required September, 1984, Teacher to work in the Remedial Department. The successful candidate will be required to be responsible to all aspects of work in the department including the development of this important area. In addition the successful candidate will be expected to work closely with other staff and to be responsible for the identification and development of the special needs for pupils throughout the school.
Further details and application forms from the Headmaster (e.s.a. please). Closing date: 25/5/84.
An Equal Opportunity Employer. (19429) 131022

DORSET

WESTHAM SECONDARY SCHOOL
Chickerell Road, Weymouth, Dorset
(11 - 16, 1100 mixed)
Remedial Teacher (Scale 1) required from September for temporary one year appointment. A General Studies teacher required to help teach the 3rd, 4th and 5th year remedial and slow learning classes.
Letters of application, naming two referees to Headmaster as soon as possible.
Further particulars are available (s.a.e. please). (19635) 131022

NORFOLK

KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
Roll: 1350 mixed (Group 11) 11 - 18 years (175 VI Form)
SCALE 1 REMEDIAL
Required September 1984. Please state additional duties offered.
Apply by letter giving names of two referees and tabular CV. to the Headmaster from whom further particulars (s.a.e. please) are available.
Closing Date: 21st May 1984. (18581) 131022

BEDFORDSHIRE

NORTHERN AREA
MARLBOROUGH UPPER SCHOOL
Mill End Road, Wootton, Bedfordshire
Headmaster: Mr. E. Clews
Tel: Bedford (0234) 767156
Required for September 1984, 11 - 18 Co-educational Upper School, number on roll: 1,150.
Scale 2 Remedial Teacher. Required for September 1984, a Specialist Teacher of Remedial Reading.
Good facilities are available and a flexible approach to curriculum development is welcomed.
Application forms and further details from the Headmaster (e.s.a. please). Closing date within 10 days of the appearance of this advertisement. (19588) 131218

HAMPSHIRE

THE BURGATE COMPREHENSIVE SCHOOL
Salisbury Road, Burgate, Fordingbridge
R.O.S.: 985 approx.
SCALE 2 HEAD OF ART
To be responsible for the teaching of Art throughout the school.
Required September 1984.
A flexible and curriculum vitae together with age to Headteacher. (19505) 131218

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
GRANBY HIGH SCHOOL
Spofforth Road, Harrogate HG1 4AR
11 - 18 comprehensive
Required for September 1984 a well qualified and experienced POTTERY teacher (Scale 2) for the Art Department. A teacher of proven ability and technical skill is needed to join a team committed to "A" level and to share in the general Art teaching at all levels.
The school is a large and thriving community on one site with excellent facilities.
Apply immediately by letter to the Headmaster giving full curriculum vitae and the names and addresses of two referees. (02056) 131020

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
MARLBOROUGH LOWER SCHOOL
Mill End Road, Wootton, Bedfordshire
Headmaster: Mr. E. Clews
Tel: Bedford (0234) 767156
Required for September 1984, a Co-educational Middle School, number on roll: 550.
Required for September 1984, a Teacher of Art and Computer Studies, scale one, specialising in these subjects throughout the 8 to 13 age range.
Application forms and further details from the Headteacher at the school please. (19801) 131222

BEDFORDSHIRE

NORTHERN AREA
ALAMEDA MIDDLE SCHOOL
Station Road, Ampthill, Bedfordshire
Headmaster: Mr. N. Caves
Tel: Ampthill (0525) 402101
(9 - 13 Co-educational Middle School, number on roll 350)
Required for September 1984, a Teacher of Art and Computer Studies, scale one, specialising in these subjects throughout the 8 to 13 age range.
Application forms and further details from the Headteacher at the school please. (19801) 131222

CAMBRIDGE

COMBERTON VILLAGE COLLEGE
Comberton, Cambridge CB3 7DU
Temporary ART teacher required for September for one year to teach drawing and painting and to specialise in three art studio periods per week. Application forms and details from Mr. Warden, Comberton Village College, Cambridge CB3 7DU. Telephone: 0223 262308. S.A.E. please. (19260) 131221

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton
11 - 16 Mixed Rural Comprehensive - 600 pupils
Required September 1984, Scale 1 Teacher for Art (to A-standard) with particular special interest in developing Design and Technology courses. Candidates will be expected to contribute to the development of computing across the curriculum.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 7 days of this advertisement.
Wolverhampton Council welcomes application from all sections of the community, irrespective of an individual's sex, race, creed or from persons with disabilities who have the necessary attributes to do the job. (19602) 131218

DORSET

HENRY HARBIN HIGH SCHOOL
Canford Heath, Poole, Wimborne Road, Poole
(Co-educational, age range 11 - 16, 930 on roll)
Required September 1984, Teacher of Art and Design (Scale 1) to organise one of the four specialist Art rooms and to teach the subject throughout the school. Temporary appointment for one year only in the first instance.
Application forms and further details from the Headmaster on receipt of s.a.e. (19650) 131222

NORFOLK

HEARTSEASE SCHOOL
Marryat Road, Norwich NR7 9DF
1000 mixed comprehensive
Scale 1 Art Teacher
Required for September 1984, to teach throughout the age and ability range up to Advanced level. Applicants should be able to offer a specialism in design and printed textiles.
Application forms and further details from and returned to the Headteacher at the school please. (19801) 131222

SUFFOLK

SAMUEL WARD UPPER SCHOOL
Chalkstones Way, Haverhill (Mixed comprehensive 13 - 18: 870 on roll: 120 in 6th form)
Required for September, 1984:
1. Scale 1 teacher of MATHEMATICS to join a team in this purpose built school.
2. Scale 1 teacher of CRAFT with special interest in Design.
3. Scale 1 teacher of FABRIC DESIGN.
The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers in Haverhill.
Closing date: 21st May, 1984. (19114) 131218

Careers

Heads of Department

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
USWORTH SCHOOL
Usworth Road, Washington NE37 2NE
(13 - 18 (11) mixed comprehensive)
Required for September, 1984:
HEAD OF CAREERS AND LIFE SKILLS (Scale 3) in the 11 - 18 comprehensive school.
The successful candidate would be responsible for Careers (Personally taught Life Skills 4 years and 5), and Life Skills 1 year and 2 years.
Application forms obtainable from the headteacher on receipt of a stamped addressed envelope. Closing date: 25th May, 1984. (19844) 131222

SECONDARY EDUCATION
continued

Classics

Heads of Department

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
REQUIRED FOR SEPTEMBER 1984
WOLVERHAMPTON GIRLS' HIGH SCHOOL
(11 - 18, 3 form entry selective school)
HEAD OF CLASSICS - SCALE 2
Experienced teacher to take charge of the teaching of Latin throughout the school to O and A level. Ancient History to A level and Classical Studies in the Junior part of the school.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 7 days of this advertisement.
Wolverhampton Council welcomes application from all sections of the community, irrespective of an individual's sex, race, creed or from persons with disabilities who have the necessary attributes to do the job. (19602) 131218

Commercial Subjects

Heads of Department

BERKSHIRE

BRAMHURST SECONDARY SCHOOL
Gloucester Avenue, Slough SL1 3QA
Required for September, 1984, or possibly January 1985 HEAD OF BUSINESS STUDIES AND COMMERCE (Scale 3. Interest in the Business and Education Studies Course would be advantageous.
Apply to Headteacher, enclosing c.v. and s.a.e. for details and application form.
Closing date: 21st May 1984. (18529) 131218

HAMPSHIRE

COUNTY COUNCIL
PORTSMOUTH AREA
PITSBROOK PARK SCHOOL
Park Avenue, Purbrook, Portsmouth
(11 - 18 mixed comprehensive 730 on roll)
Required for September, 1984, or possibly January 1985 HEAD OF BUSINESS STUDIES AND COMMERCE (Scale 3. Interest in the Business and Education Studies Course would be advantageous.
Apply to Headteacher, enclosing c.v. and s.a.e. for details and application form.
Closing date: 21st May 1984. (18529) 131218

HAMPSHIRE

COUNTY COUNCIL
PORTSMOUTH AREA
PITSBROOK PARK SCHOOL
Park Avenue, Purbrook, Portsmouth
(11 - 18 mixed comprehensive 730 on roll)
Required for September, 1984, or possibly January 1985 HEAD OF BUSINESS STUDIES AND COMMERCE (Scale 3. Interest in the Business and Education Studies Course would be advantageous.
Apply to Headteacher, enclosing c.v. and s.a.e. for details and application form.
Closing date: 21st May 1984. (18529) 131218

Geography

Heads of Department

BERKSHIRE

BRAMHURST SECONDARY SCHOOL
Gloucester Avenue, Slough SL1 3QA
Required for September, 1984, or earlier if possible, HEAD OF GEOGRAPHY (Scale 3)
Applicants interested in a temporary one term appointment for the Summer term would be considered.
Applications to the Head Teacher, Tel: Slough 31750.
Closing Date MAY 25th 1984.
An Equal Opportunity Employer. (19147) 131218

Post of Responsibility

HABERDASHERS' ASKE'S HATCHAM BOYS' (SB)
Perry Road, SE14 5SP
Tel: 01-639 0470
Roll: 575
Headmaster: G J. Walker
Required from September 1984, Scale 2. An energetic, enthusiastic forward looking Geog. Design and Technology Specialist who will be responsible for the further development.

Economics

ECONOMICS

WESTMINSTER CITY CE (SB)
53 Palace Street, SW1E 5HJ
Tel: 01-834 7419
Roll: 730
Headmaster: J. H. White
Required asap, Scale 1 temporary post (until December 1984) to teach Advanced Level Economics. Applicants should also take other subjects and interests.

ENGLISH

ST SAVIOUR'S & ST OLAVE'S (SC)
New Kent Road, SE1 4AN
Tel: 01-407 1843
Roll: 520
Headmistress: Miss A. C. Davies
Required from September 1984, well qualified graduate teacher as Head of English, Scale 3, to lead a lively department of four specialists. Courses leading to O, CSE, O and A levels are firmly established and there are some jointly taught courses at Sixth form level with neighbouring schools in the Elephant Sixth Form consortium. Applicants must be in sympathy with the Christian ethos of the school. Letters of application, with cv and names of two referees should be sent to the Head. Closing date 18 May.

MUSIC

SACRED HEART RC (SM)
Camberwell New Road, SE5
Tel: 01-274 6844
Roll: 560
Required from September 1984, for one year only, Head of Music, Scale 3, temporary appointment in secondment. Applicants are invited to visit school to be made aware of departmental commitments such as the five peripatetic Music teachers and involvement with Drama department.

PRIMARY SCHOOLS

HEADSHIPS

ST MONICA'S RC (JM&I)
Hoxton Square, (Old Street), N1 6NT
Roll: 212 plus 20 fr and 23 pri nursery
Applications are invited from suitably qualified and experienced Catholic teachers holding the Catholic Teachers' Religious Certificate. Vacant now. Burnham Group 4.
Please send foolscap sae for application form and further details to the Chairman of Governors, c/o the School, St Monica's Priory, 19 Hoxton Square, N1 6NT, (Tel: 01-739 3000), to whom completed forms should be returned by 22 May.

Post of Responsibility

ST MARY'S BALHAM CE (JMaInfNC)
6 Balham Park Road, Balham SW12 9BR
Roll: 375
Applications are invited for the Headship of this school, vacant from 1 September, 1984. Burnham Group 4.
The Governors are seeking to appoint a communicant member of the Church of England. Must have a commitment to church and community life of the area. There is a very close link between church and school, which shares the same site.
Application forms available from Mrs C. Udall, Clerk to the Governors, 39 Ryves Mews, Balham SW12 9HZ. Completed forms, together with open testimonials and names of referees should be returned by Friday, 25 May, 1984.

HAVERING

LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Colwood Road, Harold Wood, Romford RM3 0JTs.
Tel: Ingrebourne 42203.
Headteacher: R.A. Groom, M.A.
Roll 722 Mixed
Head of Business Studies, Scale 3, suitably qualified, experienced and enthusiastic teacher required to lead the development and to take the senior share of teaching. Established courses are currently taught to 'O' level/CSE in principles of accounts, economics, office practice and typing. The department has two specialist rooms.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (19933) 131818

LONDON

SKINNERS' COMPANY SCHOOL
117 Stamford Hill, London N16 5RA
Tel: 01-800 7411
REQUIRED IN SEPTEMBER a qualified teacher as Head of Business Studies Department. Scale 3.
Please write or telephone for further particulars. Closing date for applications 18th May. (01423) 131818

NEWHAM

LONDON BOROUGH OF NEWHAM
STHELBERT SCHOOL
Upton Lane, London E7 9PR
Head Teacher: Mrs. Kaye
Number on roll: 1060
HEAD OF BUSINESS STUDIES DEPARTMENT
Scale 3
Required September 1984.
Applicants will need the organisational ability to develop an up-to-date department and to co-ordinate existing courses associated with modern business practice.
Apply to the Head Teacher for further information and visit to the school.
Previous Applicants will be considered.
London Allowance: £987
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 22nd May 1984.
Closing Date MAY 25th 1984.
Education Department, 379/383 High Street, Stratford, London E15 4RD. (19898) 131818

HAVERING

LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Colwood Road, Harold Wood, Romford RM3 0JTs.
Tel: Ingrebourne 42203.
Headteacher: R.A. Groom, M.A.
Roll 722 Mixed
Head of Business Studies, Scale 3, suitably qualified, experienced and enthusiastic teacher required to lead the development and to take the senior share of teaching. Established courses are currently taught to 'O' level/CSE in principles of accounts, economics, office practice and typing. The department has two specialist rooms.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (19933) 131818

LONDON

SKINNERS' COMPANY SCHOOL
117 Stamford Hill, London N16 5RA
Tel: 01-800 7411
REQUIRED IN SEPTEMBER a qualified teacher as Head of Business Studies Department. Scale 3.
Please write or telephone for further particulars. Closing date for applications 18th May. (01423) 131818

NEWHAM

LONDON BOROUGH OF NEWHAM
STHELBERT SCHOOL
Upton Lane, London E7 9PR
Head Teacher: Mrs. Kaye
Number on roll: 1060
HEAD OF BUSINESS STUDIES DEPARTMENT
Scale 3
Required September 1984.
An experienced teacher is required to establish a new Business Studies Department.
Applicants will need the organisational ability to develop an up-to-date department and to co-ordinate existing courses associated with modern business practice.
Apply to the Head Teacher for further information and visit to the school.
Previous Applicants will be considered.
London Allowance: £987
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 22nd May 1984.
Closing Date MAY 25th 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London, E15 4RD.
An Equal Opportunity Employer. (19611) 131822

Post of Responsibility

WILLIAM TYNDALE (JMaI (NC))
Bride Street, Islington N1
Tel: 01-226 6803
Roll: 240
Headteacher: Brenda Hart
Required from September 1984, Mathematics teacher, Scale 2. An experienced and imaginative class teacher, preferably with upper school experience who appreciates the curriculum in an integrated way from the children's direct experience. Applicants should have the ability to work collaboratively and the initiative to share their experience with colleagues in order to develop Mathematics as part of an integrated learning experience. Telephone school for an appointment to visit. Closing date for receipt of completed application forms is 18 May, 1984.
Education Department

Scale 2 Posts and above

BERKSHIRE

BRAMHURST SECONDARY SCHOOL
Gloucester Avenue, Slough SL1 3QA
Required for September, 1984, or earlier if possible, HEAD OF GEOGRAPHY (Scale 3)
Applicants interested in a temporary one term appointment for the Summer term would be considered.
Applications to the Head Teacher, Tel: Slough 31750.
Closing Date MAY 25th 1984.
An Equal Opportunity Employer. (19147) 131818

Post of Responsibility

HABERDASHERS' ASKE'S HATCHAM BOYS' (SB)
Perry Road, SE14 5SP
Tel: 01-639 0470
Roll: 575
Headteacher: G J. Walker
Required from September 1984, Scale 2. An energetic, enthusiastic forward looking Craft, Design and Technology Specialist who will be responsible for the further development.

CROYDON

LONDON BOROUGH OF CROYDON
WESTWOOD GIRLS' HIGH Shirley Road, Upper Norwood, SE19

Tel: 01-653 1661

Tenable: 1 September 1984

HEAD OF BUSINESS STUDIES INFORMATION TECHNOLOGY (Scale 3)

A committed and forward looking teacher of initiative is required in this 13 - 16 girls school to develop a coherent package of Business Studies courses for fourth and fifth year pupils covering the whole ability range, attempting to integrate both academic and skills-based Business Studies/I.T. room, containing 12 networked BBC computers with hard disc drive, will be available.

(This new post is being advertised subject to a decision being received from the Secretary of State as to whether or not the school will remain open for new pupils following re-organisation in 1985 - 16 school in September 1985.)

SALARY - Burnham Scale 3 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (19219) 131818

Commercial Subjects

Heads of Department

BERKSHIRE

BRAMHURST SECONDARY SCHOOL
Gloucester Avenue, Slough SL1 3QA
Required for September, 1984, or earlier if possible HEAD OF BUSINESS STUDIES AND COMMERCE (Scale 3. Interest in the Business and Education Studies Course would be advantageous.
Apply to Headteacher, enclosing c.v. and s.a.e. for details and application form.
Closing date: 21st May 1984. (18529) 131818

HAMPSHIRE

COUNTY COUNCIL
PORTSMOUTH AREA
PITSBROOK PARK SCHOOL
Park Avenue, Purbrook, Portsmouth
(11 - 18 mixed comprehensive 730 on roll)
Required for September, 1984, or possibly January 1985 HEAD OF BUSINESS STUDIES AND COMMERCE (Scale 3. Interest in the Business and Education Studies Course would be advantageous.
Apply to Headteacher, enclosing c.v. and s.a.e. for details and application form.
Closing date: 21st May 1984. (18529) 131818

Post of Responsibility

WILLIAM TYNDALE (JMaI (NC))
Bride Street, Islington N1
Tel: 01-226 6803
Roll: 240
Headteacher: Brenda Hart
Required from September 1984, Mathematics teacher, Scale 2. An experienced and imaginative class teacher, preferably with upper school experience who appreciates the curriculum in an integrated way from the children's direct experience. Applicants should have the ability to work collaboratively and the initiative to share their experience with colleagues in order to develop Mathematics as part of an integrated learning experience. Telephone school for an appointment to visit. Closing date for receipt of completed application forms is 18 May, 1984.
Education Department

Scale 2 Posts and above

ESSEX

THE FITZWIMARC SCHOOL
St John's Way, Romford, Rainham Rd. South, Rainham
Tel. Rom. 74384-6
(Roll 750)
TEACHER TO BE RESPONSIBLE FOR TYPING & OFFICE PRACTICE. Scale 2
Required September, Pupils prepared for East Anglian Examinations Board C.S.E.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please) (19580) 131820

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AF
REQUIRE FOR SEPTEMBER: Qualified specialist to run and organise Business Studies department in Sixth Form. Candidate will be prepared for Advanced Level Business Studies and L.C.C., P.S.C., R.S.A., and C.S.E. examinations. The post will be become involved in the TVEI project when the Sixth Form level. Head of Department post; Scale 3, for suitable candidate.
Apply by letter, enclosing curriculum vitae and names of two referees, to the Headmistress. (01442) 131820

Scale 1 Posts

NEWHAM

LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DU
Head Teacher: Miss H. Williams
Number on roll: 1240 (girls)
HEAD OF BUSINESS STUDIES
Scale 1
Required September 1984. Knowledge of word processors an advantage.
LONDON ALLOWANCE £987
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 22nd May 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London, E15 4RD.
An Equal Opportunity Employer. (19611) 131822

BIRMINGHAM

EDUCATION DEPARTMENT
BUSINESS STUDIES - SCALE 1
WASHWOOD HEATH SCHOOL
Burnley Lane, Birmingham B8 1QU
Tel: 021-784 7272
Required for September 1984, part-time teacher of Business Studies to each 4th and 5th year pupils of broad ability range. Business Secretary qualification preferred, plus ability to teach related subjects. Good organising and management skills essential. The Teacher-in-Charge allocates pupils to tutors and co-ordinates the teaching and resources at the Centre. Some pupils are entered for public examinations.
Application forms and details from and returnable to: The Education Officer, EO/TSS, County Hall, London SE1 (sae).

NEWHAM

LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DU
Head Teacher: Miss H. Williams
Number on roll: 1240 (girls)
HEAD OF BUSINESS STUDIES DEPARTMENT
Scale 1
Required September 1984. An experienced teacher is required to establish a new Business Studies Department.
Applicants will need the organisational ability to develop an up-to-date department and to co-ordinate existing courses associated with modern business practice.
Apply to the Head Teacher for further information and visit to the school.
Previous Applicants will be considered.
London Allowance: £987
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 22nd May 1984.
Closing Date MAY 25th 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London, E15 4RD.
An Equal Opportunity Employer. (19611) 131822

HAVERING

LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Colwood Road, Harold Wood, Romford RM3 0JTs.
Tel: Ingrebourne 42203.
Headteacher: R.A. Groom, M.A.

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE

GOSFORTH HIGH SCHOOL

TEMPORARY ASSISTANT TEACHER OF BUSINESS STUDIES (SCALE 1 POST)

Required from September, 1984 initially for one year, a suitably qualified and experienced teacher of Business Studies to teach throughout this mixed comprehensive school for 13 - 18 age range.

The school is involved in T.V.E.I.

Application forms and further details are obtainable from and returnable to the Head Teacher, Gosforth High School, Great North Road, Newcastle upon Tyne NE3 2HH on receipt of a suitable stamped addressed envelope, by Friday 25th May, 1984. (19485)132822

Computer Studies

Heads of Department

BARNET

LONDON BOROUGH
ORANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware HA8 0QS
Tel: 01-959 3155
Co-educational Current Roll: 840 Sixth Form 180
Required before SEPTEMBER 1984
HEAD OF COMPUTER STUDIES (Scale 2/3) to organise the work of a large well established department, where subject is taught at CSE, O- and A level.
Interview and appointment to this post will be subject to the decision of the Secretary of State on the minimum staffing ratios in respect of this school.
Salary Scale: £5,949 - £6,438 (Scale 1) p.a., £7,358 - £10,497 (Scale 3) plus £645 London Addition.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (if not to be approached to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. (02899) 133018

BEDFORDSHIRE

NORTHERN AREA
JOHN HOWARD UPPER SCHOOL
Gildenshaw Turn, Bedford
Headmaster: Mr. R. Grace
Tel: Bedford 49561
A Co-educational Comprehensive Upper School
Number on roll: 961
Required for September 1984, a Head of Computer Studies, Scale 3. This is a popular option with CSE, O- and A-level courses.
Application forms and further details from the Headmaster, sae please. (1382) 132018

BERKSHIRE

KENNET COMPREHENSIVE
Stoney Lane, Thatcham, Berks.
Comprehensive N.O.R. 1,050
Wanted for September 1984 for this 6 F.E. Comprehensive School (6th Form 180) Head of Computer Studies, Scale III, with responsibility for computers across the curriculum.
Apply in the first instance by letter to the Headmaster, enclosing curriculum vitae, names and addresses of two referees, and S.A.E. to Kennet Comprehensive School, Stoney Lane, Thatcham, Nr. Newbury, Berks.
NO CLOSING DATE
An Equal Opportunity Employer. (01478) 139018

Gwent County Council

Required from 1st September 1984.

Applications are invited from qualified teachers for the following:—

CHEPSTOW COMPREHENSIVE SCHOOL, ADJUSTMENT UNIT

SECOND TEACHER Required for this Unit for Maladjusted Secondary Pupils moving to new premises. Experience in record keeping, teaching basic skills and domestic science required. Special Education qualification desirable. Scale 1 + SSA.

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)

SCRIPTURE. Graduate preferred to teach the subject up to 'O' and possibly 'A' level. Ability to take some games lessons and/or History would be helpful.

FAIRWATER COMPREHENSIVE SCHOOL, CWMBRAN (11-18)

HISTORY. Honours Graduate to teach throughout the school across the whole ability range.

PONTLLANFRAITH COMPREHENSIVE SCHOOL (11-18)

(a) CRAFT, DESIGN TECHNOLOGY to teach Design Orientated courses throughout the school and to assist with the teaching of Mathematics in the Lower School.

(b) PHYSICAL EDUCATION. To be responsible for boys P.E. Applicants from a recognised P.E. College at Advanced Stage preferred. Scale 2 for suitable candidates.

Application forms and further information where available, obtainable from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XO, on receipt of a stamped addressed envelope and should be returned to the Headteacher by the 25th May, 1984.

ESSEX

BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 1DX
(Roll 1400)
Tel: Basildon 552001
HEAD OF COMPUTER APPLICATIONS AND INFORMATION TECHNOLOGY Scale 3
Required September, graduate to co-ordinate Computer Education and T.V.E.I. plans across school. Courses in computing throughout school and 'A' level. Excellent facilities.
Curriculum vitae and names and addresses of two referees to the Headteacher (Ref: BS/695 S.a.e. please). (19839)132018

LONDON E10

LEYTON SENIOR HIGH SCHOOL FOR BOYS
Eagle Road, E10 6EQ

Head Teacher Mr T. Keogh

Required for September 1984, Head of Micro-Electronics and Computer Education Scale 4 Experienced teacher for this new department to be responsible for computer studies and Micro Computer Education throughout the school.

Application forms and further details from the Headteacher. (01) 7571 132018

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Graduate I/c Computing Laboratory
See display advertisement Independent Schools. (02088) 132018

SUSSEX

DAVIES'S COLLEGE
Hove
An Independent College of Further Education
560 Students. Co-educational
Head of Computer Studies
September 1984
An experienced and athusiastic graduate is required to take charge of an expanding department of computing in the College. The College presently owns 14 Model B BBC Microcomputers and the facilities are to be expanded to the point where all 500 students in the College will reach the minimum level of the City and Guilds Certificate in Computer Literacy. There are GCE 'O' Level and 'A' level groups.
Teachers of Computing.
Applications are invited from qualified and experienced graduate teachers to teach Computing within the new department.
Salaries
Head of Department will be on Scale 2 or Scale 3 (Davies's scale of salaries), in the range £7,000 - £10,070 per annum under current review.
Teacher of Computing will be Scale 1, or (in exceptional cases) Scale 2 (£5,800 - £8,000 per annum under current review).
Please write or telephone for an application form and further particulars, to the Principal, Davies's College, 44 Cromwell Road, Hove, Sussex, tel: Brighton 735851. (19569) 132018

WILTSHIRE
EDUCATION COMMITTEE

CHIPPENHAM COMMUNITY SCHOOL
Required September 1984
HEAD OF COMPUTER STUDIES
Scale 3
Applications are invited for the above post in this 11-18 mixed comprehensive school with a roll of 1,200 and a sixth form of 300. The successful candidate will be responsible for the development of computer studies throughout the school and will be expected to teach Mathematics and 'A' level statistics if possible.
Letter of application, c.v. and names and addresses of two referees to the Headteacher, Ref: PBS/695 (19537) 132018

WIGAN

METROPOLITAN BOROUGH OF WIGAN
SHEVINGTON HIGH SCHOOL
Shevington Lane,
Shevington, Wigan WN6 8AB
Tel: Standish 423030
11 - 16 mixed comprehensive required for Autumn Term 1984 HEAD OF COMPUTER STUDIES Scale 3
Application forms and further particulars available from and returnable to the Headteacher at the school as soon as possible, (e.a.s.p. please. Closing date 25th May 1984. Ref. A19. (19676) 132018

Scale 2 Posts and above

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN
BURNHAM GRAMMAR SCHOOL
Hogfair Lane, Burnham SL1 7HF
Tel: Burnham 4812
Head T. Saunders, M.A.
Required from September, 1984, trained graduate to take charge of Computer Studies, Scale 2. It is hoped to appoint a candidate who will not only maintain the present examination course but also encourage the use of computers in other departments. Candidates able to teach a small proportion of geography would be particularly welcomed. New entrants to the profession should not feel deterred from applying.
Applications in writing to the Headteacher, including full c.v. and the name of 2 referees, please as soon as possible. (02101) 132020

ENFIELD

LONDON BOROUGH OF ENFIELD
MINCHENDEN SCHOOL (Comprehensive)
High St., Southgate, N14 6BN
Roll 1275 including 230 in the Sixth Form
Required for September 1984, HEAD OF COMPUTER STUDIES Course to 'O' and 'A' level are well established. Scale 2 post may be available for candidate able to teach to advanced level and/or assist in applying computing across the curriculum.
London Allowance £645.
For application to the Headmaster with curriculum vitae, including details of two referees, as soon as possible. (19553) 132020

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road,
Southampton SO1 2QU
(13 - 18 Comp. N.O.R. 786 boys)
Required September,
Scale 2 - Teacher to take charge of computing within the Maths Department, interested in developing computer work across curriculum.
Full details available on receipt of SAE. Apply by letter with curriculum vitae and names of two educational referees by 21st May 1984. (01736) 132020

WIGAN

METROPOLITAN BOROUGH OF WIGAN
SHEVINGTON HIGH SCHOOL
Shevington Lane,
Shevington, Wigan WN6 8AB
Tel: Standish 423030
11 - 16 mixed comprehensive required for Autumn Term 1984 HEAD OF COMPUTER STUDIES Scale 3
Application forms and further particulars available from and returnable to the Headteacher at the school as soon as possible, (e.a.s.p. please. Closing date 25th May 1984. Ref. A19. (19676) 132018

Scale 2 Posts and above

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN
BURNHAM GRAMMAR SCHOOL
Hogfair Lane, Burnham SL1 7HF
Tel: Burnham 4812
Head T. Saunders, M.A.
Required from September, 1984, trained graduate to take charge of Computer Studies. Scale 2. It is hoped to appoint a candidate who will not only maintain the present examination course but also encourage the use of computers in other departments. Candidates able to teach a small proportion of geography would be particularly welcomed. New entrants to the profession should not feel deterred from applying.
Applications in writing to the Headteacher, including full c.v. and the name of 2 referees, please as soon as possible. (02101) 132020

ENFIELD

LONDON BOROUGH OF ENFIELD
MINCHENDEN SCHOOL (Comprehensive)
High St., Southgate, N14 6BN
Roll 1275 including 230 in the Sixth Form
Required for September 1984, HEAD OF COMPUTER STUDIES Course to 'O' and 'A' level are well established. Scale 2 post may be available for candidate able to teach to advanced level and/or assist in applying computing across the curriculum.
London Allowance £645.
For application to the Headmaster with curriculum vitae, including details of two referees, as soon as possible. (19553) 132020

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road,
Southampton SO1 2QU
(13 - 18 Comp. N.O.R. 786 boys)
Required September,
Scale 2 - Teacher to take charge of computing within the Maths Department, interested in developing computer work across curriculum.
Full details available on receipt of SAE. Apply by letter with curriculum vitae and names of two educational referees by 21st May 1984. (01736) 132020

WIGAN

METROPOLITAN BOROUGH OF WIGAN
SHEVINGTON HIGH SCHOOL
Shevington Lane,
Shevington, Wigan WN6 8AB
Tel: Standish 423030
11 - 16 mixed comprehensive required for Autumn Term 1984 HEAD OF COMPUTER STUDIES Scale 3
Application forms and further particulars available from and returnable to the Headteacher at the school as soon as possible, (e.a.s.p. please. Closing date 25th May 1984. Ref. A19. (19676) 132018

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
RAVENSTONE MIDDLE SCHOOL
Station Road, Ampthill, Bedfordshire
Headmaster: Mr N. Caves
Tel: Ampthill 404305
9 - 13 Co-educational Middle School, number on roll: 300
Required for September 1984: a Teacher of Art and Computer Studies, mainly one, specialising in these subjects throughout the 9 to 13 age range.
Application forms and further details from the Headmaster, sae please. (19585)

BURY
METROPOLITAN BOROUGH OF BURY

TEACHING APPOINTMENT

ST. JOSEPH'S R.C. HIGH SCHOOL
Bandgate Road, Whitefield, Manchester M45 5WG

Required for: 1st September, 1984.

POST: TEACHER OF COMPUTER STUDIES/INFORMATION TECHNOLOGY. Scale 1 but a Scale 2 appointment will be considered for a suitably qualified and experienced candidate. Applications are invited from experienced/newly qualified teachers to teach to first examination level.

Application by letter stating full curriculum vitae to the Head Teacher at the School by Friday 25th May, 1984. (19483) 132018

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LIVERSEDGE SECONDARY SCHOOL
Robertstown Lane, Liversedge, West Yorks WF15 7LX
(NEP 527)
Required for September 1984, teaching Scale 1, to assist with the development of information technology and micro-electronics and to teach some maths. An ability to teach some games may be an advantage. A Scale 2 post is available for a suitably experienced candidate.
Letters of application with curriculum vitae and names of two referees to the Headteacher, which reaches across full age and ability range of both Junior and Senior High Schools. Department is based on Junior High School site. The person appointed will be a member of L.H.S. staff. Scale 3 offered for person of high calibre who is prepared to make major contribution to further development of department and life of the school.
Salary Scale: £7,359 - £8,487 p.a. plus £645 London Addition.
Interview and appointment to this post will be subject to the decision of the Secretary of State on the Section 13 notice in respect of this school.
In approved payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (e.a.s.p.) to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL.
Director of Educational Services. (19951) 132120

HAMPSHIRE

BRUNE PARK SCHOOL
Military Road, Gosport PO12 3BU
11 - 18 mixed Comprehensive - 1,154 on roll
Required September - COMPUTING/SCIENCE - Scale 1
Applications should be by letter with curriculum vitae and names of two referees to be sent to the Headmaster as soon as possible. (19511) 132022

SHROPSHIRE
EDUCATION COMMITTEE

NEW COLLEGE
King Street, Wellington, Telford

(Sixth Form College)

Computer Studies

Scale 1 or Scale 2 teacher for Computer Studies plus science and Sixth Form Colleges. (0243) 132022

WIGAN

METROPOLITAN BOROUGH OF WIGAN
ST. JOHN RIGBY 6TH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
Tel: Wigan 214787
16 plus
Required for Autumn Term 1984 COMPUTER SCIENCE TEACHER Scale 1.
Application forms and further particulars available from and returnable to the Head of the school (e.a.e. please). Closing date 25th May 1984. Ref. A19. (19674) 132022

Craft, Design & Technology

Heads of Department

ENFIELD

LONDON BOROUGH OF ENFIELD
CRAFT, DESIGN, TECHNOLOGY
Scale 3
required for a permanent peripatetic post. An experienced, well-qualified, energetic teacher with an interest in curriculum development is required initially for a successful candidate will be appointed to ARMBORE TUDOR PURPOSE SCHOOL to teach Craft, Design & Technology in a department which is currently developing a C.D.T. modular technology course. Experience and competence in modular technology is essential.
London Allowance. £645.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Interview will take place in week beginning May 21st.
Application forms, large S.A.E. obtainable from the Personnel Section, Education, P.O. Box 55, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. (01698) 132118

HAVERING

LONDON BOROUGH OF HAVERING
TEACHER OF TECHNOLOGY, Scale 4
Required for September 1984. The Authority will be operating a 5 year scheme from September 1984 and the person appointed will be required to develop technology courses in the six schools concerned and have an involvement with in-service education. Applicants should have experience of teaching modular technology courses up to 'A' level and particular experience in electronics and computing. Duties for the first three years, will be exclusive to TVEI courses.
Application forms are available (s.a.e. please) from the Director of Education, Town Hall, Romford RM1 3BD.
Mercury House, Mercury Gardens, Romford RM1 3DR. (19551) 132116

HAVERING

LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Meverings Drive, Romford RM1 4DD
(Roll 1550 Mixed)
Tel: Romford 24134
Headteacher Mrs. K.M. Griffiths, M.A.
HEAD OF C.D.T. Scale 4
Required from September 1984, an experienced and well qualified teacher to develop new courses in Craft, Design and Technology. Re-organisation of workshops on both sites to be planned and implemented over a 3 year programme.
Applications with full curriculum vitae, and names of referees should be returned to the Headteacher.
Closing Date 18th May 1984. (19840) 132118

WIGAN

METROPOLITAN BOROUGH OF WIGAN
TYLDESLEY WEST LONGWORTH HIGH SCHOOL
Mather Lane, Tyldesley M29 8JU
Tel: Atherton 885796
11 - 16 mixed comprehensive
Required for Autumn term 1984,
HEAD OF CREATIVE SUBJECTS FACULTY Scale 4
Application forms and further particulars available from and returnable to the Headteacher at the school (e.a.s. please) Closing date 25th May 1984. Ref. A19. (19668) 132018

Scale 2 Posts and above

BARNET

LONDON BOROUGH
ORANGE HILL JUNIOR/SENIOR HIGH SCHOOL
Rayonde Close, Edgware, Middx.
Tel: 01-958 4604
Co-educational
Comprehensive. 11 - 18.
Combined rolls c. 1100
Required SEPTEMBER, 1984, a well qualified experienced teacher of CRAFT, DESIGN TECHNOLOGY to be second in this thriving school which teaches across full age and ability range of both Junior and Senior High Schools. Department is based on Junior High School site. The person appointed will be a member of L.H.S. staff. Scale 3 offered for person of high calibre who is prepared to make major contribution to further development of department and life of the school.
Salary Scale: £7,359 - £8,487 p.a. plus £645 London Addition.
Interview and appointment to this post will be subject to the decision of the Secretary of State on the Section 13 notice in respect of this school.
In approved payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (e.a.s.p.) to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL.
Director of Educational Services. (19951) 132120

BERKSHIRE

ORCHARD SCHOOL
Stoke Road, Slough SL2 5AY
N.O.R. 1050
Required for September 1984: TEACHER IN CHARGE OF ART AND LIGHT CRAFT Scale 2.
Application form and further details from the Headteacher (s.a.e.).
Closing date 29/5/84.
AN EQUAL OPPORTUNITY EMPLOYER. (19467) 132120

CALDERDALE
METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

OSTLER SECONDARY SCHOOL
Battinson Road, Halifax HX1 4HG

Required from August 1984 a teacher of WOOD-WORK/CRAFT/DESIGN AND TECHNOLOGY (Scale 3).

Application forms and further details obtainable on receipt of foolscap s.a.e. from the Head-teacher to whom completed forms should be returned by 25th May 1984. (19475) 132120

CAMBRIDGESHIRE

IMPINGTON VILLAGE COLLEGE
11 - 18 mixed Comprehensive
Required for September, an enthusiastic teacher of Craft, Design and Technology with an interest in the development of new courses. Modular technology courses. Experience and competence in modular technology is essential.
Salary Scale: £8,148 - £9,784 for good Honours graduate plus £645 London Addition.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (S.A.E.) to the Director of Education Services, Town Hall, Friern Barnet, N11 3DL.
Director of Educational Services. (19950) 132120

BIRMINGHAM

EDUCATION DEPARTMENT

TECHNICAL DRAWING - SCALE 1

HODGE HILL GIRLS SCHOOL
Bromford Road, Birmingham B36 8EY

Tel: 021-783 3094

Required for September 1984. Part-time teacher of technical drawing. A full-time appointment may be considered if applicant is able to offer a second subject.

Application forms and further particulars available from the Headteacher enclosing s.a.e.

Closing Date: 25th May 1984. (03294) 132120

EAST SUSSEX

WILLINGDON SCHOOL
Broad Road, Lower Willingdon, Eastbourne BN20 9QY
Comprehensive mixed, 11 - 18
N.O. Roll: 860
Required from September 1984 Well qualified Teacher (Scale 3), to be responsible for co-ordinating development of Computing Courses throughout school as part of the integrated work of the introduction of our progressive Computer Department.
Relocation grant available in approved cases.
Application forms and details (sae please) from the Headteacher, the Head Teacher. (19585) 132120

ESSEX

THE DEANES SCHOOL
Days Heath Road, Benfleet SS7 2HS
Tel: Rayleigh 773545
(Roll 1000)
Scale 3, SPECIALIST
Required for September, specialist with wide range of skills. Scale 2 available if able to accept responsibility for Graphics. Enthusiasm essential.
Curriculum vitae and names of two referees to Headteacher as soon as possible. (Foolscap s.a.e. please). (19585) 132120

LONDON

THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX

Tel: 01-385 0102

This is a voluntary-aided school in the trusteeship of the Fathers of the Oratory. There are 1080 boys and 270 girls on roll, including over 250 in the sixth form. Girls are only admitted to the sixth form

Required for September 1984 HEAD OF CRAFT, DESIGN TECHNICAL STUDIES.

A scale 2 post is available for a suitably qualified and experienced candidate, though equally qualified candidates will be considered for scale 1 appointment. (19197) 132489

Scale 1 Posts

BARNET

LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware HA8 7QD
Tel: 01-958 5310
Mixed. Roll 961. Sixth Form 140
Required SEPTEMBER, 1984, teacher of CRAFT, DESIGN and TECHNOLOGY. Scale 1. Department runs successful courses to O., O- and CSE levels. Also teaches some Junior Mathematics and/or Science. Some advantageous experience.
Salary Scale: £5,178 p.a. (to £7,184 for good Honours graduate plus £645 London Addition.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of two referees (S.A.E.) to the Director of Education Services, Town Hall, Friern Barnet, N11 3DL.
Director of Educational Services. (19950) 132120

BIRMINGHAM

EDUCATION DEPARTMENT

TECHNICAL DRAWING - SCALE 1

HODGE HILL GIRLS SCHOOL
Bromford Road, Birmingham B36 8EY

Tel: 021-783 3094

Required for September 1984. Part-time teacher of technical drawing. A full-time appointment may be considered if applicant is able to offer a second subject.

Application forms and further particulars available from the Headteacher enclosing s.a.e.

Closing Date: 25th May 1984. (03294) 132120

BURY CHURCH HIGH SCHOOL
Haslam Brow, Bury, Lancashire BL9 0TS
Tel: 061-764 3164

Voluntary Aided C of E
Mixed Comprehensive 11–16
(575 on roll)

HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 3)

Required for September, 1984, an experienced, forward looking and well-qualified teacher to introduce Design and Technology into the existing workshop situation and to organise the teaching of the subject to examination level. An enthusiasm for current developments and new approaches in this area is looked for, as well as a genuine commitment to the ethos of a Church School. A practising Christian would be preferred. Further details and application forms are obtainable from the Headteacher, Miss K. A. Smith, M.A., and should be returned to the Chairman of the Governors at the school by Friday, 18th May, 1984.

EXTRA MATHEMATICS

Multicultural issues

by Derek Woodrow

It is usually assumed that because mathematics has an international language, it is also culture-free. This is far from true of school mathematics in which this common language hides many culture-related nuances. These factors remained suppressed until recent pressures brought the issue of multicultural education to the fore.

It would still be easy to ignore the problems and pretend the teaching of mathematics was less important to the creation of a multicultural society than, say, drama religious studies. This would be to deny the authority that mathematics commands as a core subject and the inherent values it carries. Such concerns should now become central issues in the nature of mathematical activity in schools.

The Cockcroft report does make some comment on the issues raised but they are brief and in need of elaboration, especially in those areas not concerned directly with content. The past four years have raised the urgency of this debate away from Cockcroft's concern for the needs of adults, industry and higher education towards more wide-ranging questions of the nature of the education process itself.

Multicultural mathematics often seems to mean the existence of some token reference to the child's mother culture. Thus particular examples of mathematics are included which have reference to a particular culture. For example, Islamic art patterns are a suggested valuable curriculum ingredient for a multicultural maths curriculum.

Such patterns do indeed contain interesting and valuable mathematics and to include them because they are good mathematics is valid, but to include them simply because they are Islamic is to trivialize their intrinsic value.

The insertion, too, of historical topics in order to satisfy the need to acknowledge other cultures requires some care since it can by implication be dismissive of existing societies which have somehow "lost" that excellence. There is unquestionably a strong case for the inclusion of the history of mathematics within the school mathematics curriculum, and, if historical perspectives were a normal feature of the English school curriculum, then the call to internationalize this component would carry real conviction.

Unfortunately, such an element is rare and it is vital that such infusions to the curriculum are not patronizing or condescending. There is a danger too, of course, of not equally invoking the Scottish, Welsh, Carribean, African . . . contributions.

The observance by pupils of a variety of calendars and feast days is a positive motivator for inquiry into number patterns. (Why is there a preponderance of requests for silver wedding anniversary records on a Tuesday?).

A study of the structure of different number language has long been a valuable stimulus for place value discussions. Ideomatic language usage can also be called upon to help in "interpretation" so that, for example, the confusion in meanings of 3 x 2 (three times two) is clarified by the West African linguistic form of "2 in three places".

The *reason* for their introduction is vital, however, since the teacher's motives colour and influence the presentation and attitudes which emerge. Mathematical value is not, however, the only reason for the inclusion of such topics and perhaps even more important is the opportunity to positively teach social or general information content.

One of the most significant sentences offered in evidence to the Cockcroft committee is quoted in paragraph 462 of the report, "Mathematics lessons in secondary schools are very often not about anything".

The evidence then goes on to compare the deliberate attempt by other subjects to provide pupils with general knowledge, and the equally evident "purity" of mathematics lessons. Gerdes, describing the assumptions and policies of the Mozambique authorities in using mathematics to affect and develop social attitudes, objected to questions used under colonial rule.

He pointed to the discrimination implied in: "In a factory the men earn $45, the women $30, and the apprentices $15 per day."

Or the legitimization of landlord/tenant situations in: "In Lourenco Marques, Mr Abilio has a house rented to four tenants who pay . . . calculate his annual income."

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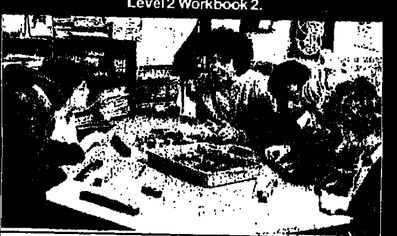
'This is how maths should be taught'

This sequence of photographs shows children working with their teacher on Stage 35 of Level 2 Ginn Mathematics. They are learning to add one- and two-digit numbers with sums not greater than 99. In use are page 34 of the Level 2 Big Book and page 30 of Level 2 Workbook 2.



PRACTICAL WORK: Teacher and children work together with concrete materials, following the suggestions set out in the Teachers' Resource Book.

BIG BOOK: Work continues with the Big Book, making the transition from the handling of real objects, through pictorial representation, to the abstract. The Big Book with its transparent write-on overlays provides the teacher with a means of demonstrating the key teaching points and the children with an opportunity to demonstrate their understanding.

WORKBOOKS: Once the topic has been thoroughly explored, the children confirm and reinforce their understanding by working individually on the appropriate Workbook pages. The Big Book page may be kept on view for reference.

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Tick ☐ We would like a demonstration of Ginn Mathematics in our school. Please arrange for a Ginn Representative to contact us for an appointment.

Name

School and Address

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Multicultural issues

continued

When under Frelimo rule, more acceptable questions were posed such as: "Twenty-three peasants are working in a field. At midday six guerilla fighters arrive to help . . . How many now work in the field?"

The ethics of the overt political nature of these assumptions would be questioned by many English teachers. Undoubtedly, the questions on stocks and shares which were omnipresent in mathematics courses in 1950–1960s legitimized an activity of which very few pupils had any experience then or have had since. Indeed, the bath filling problems of the 1930s could be considered socially significant in that many pupils would not at that time have had such a facility in their homes.

More generally acceptable examples given by Gerdes would be the use of mathematics to encourage the acceptance of vaccination and literacy classes: "A nurse at health post vaccinated 32 children yesterday. Today he vaccinated another 29. . . "

"Yesterday there were 22 women in a literacy class. Today five more women came to the class. How many are there now?"

The Secretary of State has indicated his desire that pupils are taught the economic foundations of a free society and (less politically) many teachers would encourage attempts to make children aware of smoking related afflictions, English tendencies to bronchitis, sickle-cell anaemia, rickets or coronary heart disease.

Many multiculturalists would also point to the urgent need to educate all pupils to live in a pluralist society. This demands a positive attempt to give pupils an insight into the nature, beliefs and societies of different cultures (including their own). The discussion of eating patterns, designing rooms, costing activities and many of the practical questions which are a feature of English mathematics courses could be used to this end by comparing the different contents of shopping baskets or by considering different costings in different families, or even (in units of one days work for average pay?) in different countries.

The recent developments of real-problem-solving indicate ways in which everyday activities can be used in mathematics, but these must be real to the children's experience and thus might be foreign to the teacher. Problems too need deliberately to reflect varied cultures; Mr Smith, Mr Singh, Mr Kahn and even Mr Johannesen or Tom, Dick Harry could be Daljit, Winston, Samina, Sean, Rhys.

It may not always be easy to distinguish content included for this reason from content included on the pretext of "multiculturalizing the mathematics" but the reforms of the "new mathematics" period provided clear evidence that the same content taught for different intentions often had different results and situations intended to be exploratory and creative became examples of stereotyped algorithms (eg work on number bases and Venn diagrams).

The dependence of much learning on language and visualization is so evident. There is good evidence that different cultures emphasize different aspects and so make concepts easier or harder to develop. The effects on cognitive development of Bernstein's restricted codes on indigenous subcultures affect mathematics itself.

There are problems related to logical connectives and hence the logic and argument which significantly affects mathematical learning. The existence or non-existence of distinctive words such as "numeral", "digit", "number" helps or hinders the development of differentiated concepts.

Problems also arise in the visualization and interpretation of diagrams. Many mathematical ideas are given shape and form by the models we create for ourselves, and these models are drawn from culture-bound environment.

There has always been some conflict between the reading of written script from left to right and the different orientation of mathematics in which significant features often occur on the right (for example 231 cannot be read from the left while equally 0.231 cannot be read from the right). Languages which have a strong structural order may well influence the style of decoding information and the influence of vertical scripts would make an interesting inquiry. Some Asian children hold the writing implement in a distinctive manner and form their figures upwards reflecting the formation of Asian script. This dynamic is likely to affect their imagery.

Over-riding most of these considerations, however, is the overwhelming influence of social and personality factors on learning, including mathematics.

In considering the academic attainment of different groups the reasons for the findings that West Indian girls are generally superior to West Indian boys while Asian boys are usually found to be superior to Asian girls are often associated with the significantly different role that women have in the two cultures. One of the most important features of mathematics teaching is the social interaction which is taking place. The enormous effort and concern given to research in cognitive growth in mathematics has distracted attention from the way in which the social setting may determine the motivation and individual acceptability of the transaction.

As it is currently taught, mathematics in schools demands concentration, self-discipline, accuracy, conforming to rules, quietness, tenacity, precise and sophisticated language. Could not mathematics be taught so as to encourage creativity, group cohesiveness, intuition, expressiveness, extraversion? We often choose to teach mathematics in a manner which makes these characteristics disadvantageous in the mathematics classroom even though at later stages of mathematical education they may become valuable attributes.

Mathematics in this way discriminates towards certain personality traits and these are in turn often strongly culturally influenced. The authoritarian, self-disciplined, group dependent and individuality supressed Muslim society thus creates attitudes sympathetic to mathematics teaching. The more restive exuberance of Carribean pupils is less supportive to current approaches to mathematics learning. Thus the style of content can be important, since by the time an extrovert creative pupil could contribute positively to what we choose to do, we may well already have produced hurdles which prevent that involvement.

Equally influential is the mode of teaching. Until we have incorporated the different modes suggested by the Cockcroft report (paragraph 243) most lessons are predetermined teacher-dominated or depend upon individualized systems. Both impose constraints to enable the cognitive pattern to be pursued and involve little flexibility. The characteristic individual and often competitive working ambience must present problems for example, to some Asians, whose culture traditionally encourages cooperation rather than competition.

Similarly, being right and wrong creates different problems in different cultures, belonging to a corporate group makes being wrong easier than when exposed as an individual. These culture-related psychological factors are clearly related to more general personality issues, to introvert/extrovert comparisons and similar concerns and may well be evident in gender-related distinctions.

Is mathematics in essence only available to certain types of people? I do not believe so. It is pursuing right/wrong situations, the dominance of quiet, non-participatory activity with a minimum of discussion which gives that impression. If only certain personality traits are encouraged, then perhaps being a mathematician and a teacher could be mutually exclusive phenomena! (Though clearly there are some exceptions such as readers of this publication.)

Multiculturalism in mathematics is therefore not essentially a content issue, it is concerned with the process of teaching mathematics and the nature of the transactions implied in learning mathematics. The debate about the mathematics curriculum is far too often dominated by syllabus arguments and a major effort is needed to realign it towards a Cockcroft style "bottom up" curriculum stimulated by the real needs of individual pupils and not just their cognitive processes.

Derek Woodrow is head of mathematics education at Manchester Polytechnic, Didsbury School of Education.

Evidence of achievement

Low attainers and the NFER study of assessment techniques

by Moria Lavery-Callaghan

What is being done today for the low attainers in mathematics, the bottom 40 per cent for whom CSE was never intended? Most of them can think and act mathematically yet this has often been unrecognized and unrecorded. The Cockcroft Committee reported that it was aware of an increasing number of schemes which set out to provide evidence of achievement for this group of pupils.

Since September, the NFER has been carrying out a national review of existing schemes to update the information supplied to the Cockcroft committee. This review is part of the NFER's graduated test project, which is one of three studies sponsored by the DES in its post-Cockcroft research and development programme.

As a result of inquiries made to every L.e.a. and examination board in England and Wales, we now have details of more than 50 mathematics assessment schemes specifically designed for low-attaining 14 and 15-year-olds. These schemes vary a great deal in content (for example, some cover arithmetic only), mode of assessment (written tests, projects, practical work) and size (single school, l.e.a. county-wide such as RSA, City and Guilds).

Nearly all award certificates, either officially (exam board, l.e.a.) or unofficially (single school). There is a general tendency to avoid negative sounding grades: where grades are given, they usually begin with "satisfactory" or "good" and go on to "excellent" or similar.

Is this a promising picture? Encouraging, certainly, but not many schools are involved. Furthermore, having a scheme is one thing; its suitability may well be another. According to the Cockcroft committee, all pupils need to do mathematics in a practical way, discuss problems and find their own methods of working. Standard algorithms, for low attainers, are usually counter-productive in use.

Yet most of the 50 schemes favour such methods and assess by means of pen and paper testing, the very mode with which the low attainer has most difficulty. Much devoted time and effort has been put into making the tests as comprehensible as possible to the low attainer.

But this often results in one of two traps: either the language is reduced to a minimum and all that is left is traditional "sums", or an attempt is made to put the algorithms in meaningful context with attendant reading problems. Only one or two schemes include alternatives of the type suggested by Cockcroft such as oral tests.

Many of the schemes claim to have a "practical" bias. However, "practical" is, by and large, used synonymously with "contextual". In other words, if a problem involves an everyday situation (for example, tiling a wall, pricing ingredients), then it is said to be practical even though the solution has to be found by pen and paper calculations. Certainly schemes do encourage the pupils to solve the problem their own way, say by drawing a few tiles and extrapolating; however, the number of such schemes can be counted on the fingers of one hand.

Educators who do not favour the concrete approach offer a variety of reasons ("There'd be chaos"; "How can you give them all boxes of tiles, where's the money coming from for equipment"; "I'd need a lab. technician"; "You only have to give geometry sets to the O level class and they think they can talk – it would never work with this lot"); but few of those interviewed had ever tried it. Some said they'd like to see it in action first and stressed the need for INSET.

Conversely, the few teachers encouraging practical work are enthusiastic ("The pupils can see the relevance of it all"; "The value of practical work is discounted because it isn't assessed, so isn't thought worthwhile"; "The pupils get on and work, and come up with really enterprising methods"; "They learn more by discussion and working together than I could ever teach them"; "Of course they make mistakes, mistakes can be useful").

Views on the use of calculators are also conflicting, though not quite as polarized as those on practical work. Statements range from "What happens when they have no calculator?" and "This kind of pupil can't afford calculators" to "Would you make a child with a limp practice nothing but walking" and "If all that comes between the problem and its solution is the arithmetic, well that's what machines are for".

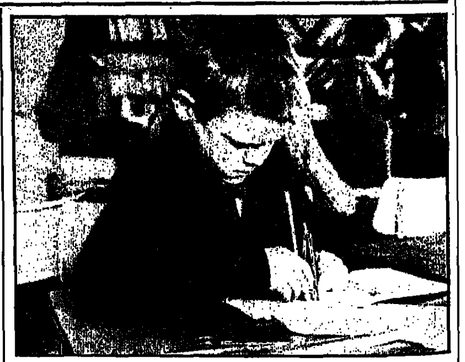
However, nearly all the schemes do acknowledge the calculator in some way; many have a separate test on calculator use, some (mainly the examination boards) allow them on the problem paper. Others plan to introduce calculators in the near future, largely as a result of the Cockcroft report.

One of the most interesting features to emerge so far concerns attitudes to Cockcroft. Nearly every scheme is said to be influenced by the report and most of those who are not, are to be adapted. But apart from fleeting references to calculators, for "Cockcroft report" read "Foundation List", which is interpreted as being the "Ten Commandments" while the rest of the "Bible" is largely ignored. Why? Look at the Foundation list. Taken in isolation, it is featured in just about every syllabus, but the recommendations as to how it should be implemented are more revolutionary.

However, it must be borne in mind that many schemes appeared before the Cockcroft report: some anticipated its recommendations, some are now being revised or added to, in the light of the report. Several schemes are the work of individual teachers, work done with considerable thought and effort over long periods of time.

Understandably few want to repeat the experience. They claim that their schemes are fulfilling their main aim of motivating both pupils and staff – a claim certainly borne out during interviews with pupils who nearly all speak positively of their particular scheme.

In any case, they say, what about the current feasibility studies of assessment techniques? If these techniques do prove feasible, might not the current schemes be due for replacement anyway? Consequently, many are adopting the "wait and see" policy recommended in Cockcroft, and in the meantime continuing with schemes already in use.



Real world

Maths at Work. Edited by G Howson and R McLone.
Heinemann Educational £7.50. 0 435 52567 0.

For a number of years Dr Geoffrey Howson has made many authoritative contributions to the literature dealing with mathematics' teaching and its concomitants. Some of the most significant work in these fields has come from his pen.

Now we find him associated, in conjunction with Dr McLone, with a volume concerned with "the interactions between mathematics and the real world". As Sir James Lighthill mentions in a foreword, a 1978 Penguin, *Newer Uses of Mathematics*, had a similar theme. That book gained the highest praise, and it is a tribute to this further approach to the subject to say that it justifies a place alongside the earlier work.

It is generally accepted that mathematics is required in many established areas, with engineering, the construction industry and perhaps accounting coming primarily to mind. In fact the range of practical applications of the subject and of places where mathematics can be found "at work" is much wider, and has grown remarkably in recent years.

The editors originally mounted a series of lectures to demonstrate how mathematics is used in a variety of circumstances to assist with the solution of real problems, so widening the awareness of the ramifications of the subject and fostering an appreciation of its role in society. Based on these lectures a book would be aimed at teachers in training.

In the event, the lectures were attended by heterogeneous audiences, and while the resulting book could be invaluable for teachers it should also attract a wider readership. For here we realize the part played by mathematics in, for example, nursing, the organization of departmental stores, the control of "noise annoyance", the evidence against a parking meter offender and the study of thunderstorms.

These topics are a random sample of the extensive contents. Individual authors describe problems arising in their specialist fields, examine the value and nature of a mathematical solution and illustrate the functioning of quantitative and qualitative modelling of a situation.

Teachers wishing to illuminate their work (and possibly answer the familiar query "what's the use of this?") and others concerned with, for example, the spread of knowledge or with decision-making processes, will find much to attract here.

F W Kellaway

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Further courses are planned for 1985. Details of these will be given in *SMP News* which will appear as an insert in the mathematics extra in The Times Educational Supplement in the autumn.

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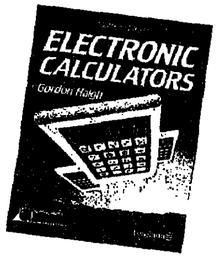

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Longman PRIMARY

Classroom organization—does it add up?

by David Playfoot

The current emphasis on management skills for headteachers and senior staff is one which I welcome, but it can lead one into delusions of grandeur where you feel like the chairman of ICI but only have one telephone and a part-time secretary with which to run your empire. A short step into the classroom will bring you back to reality; here is a organizational context of subtlety and complexity which is a never ending source of challenge and debate.

Mathematics plays a key role in structuring this organization and, because of the nature of the subject, the answers it throws up have an inevitability other areas of the curriculum lack. The primary classroom is a place of great diversity and differentiation where a whole range of skills, ideas, content etc. are being acquired at any one time; it is only in mathematics that there is a very precise hierarchical development which has been defined and generally agreed.

There is, I believe, overwhelming evidence that in order to teach mathematics effectively we need exposition by the teacher, practical activity and the opportunity to verbalize by the pupil – we know what should be happening; making it happen is another matter.

If one tries to take an individualized approach or use schemes which lend themselves to that teaching style, the sheer practicality of carrying out weighing, classifying, using clock faces etc, becomes a barrier to learning. The third law of aerodynmaics is "As activity increases so order decreases" and so it is in the classroom – as the number of tasks we expect our children to undertake grows, all too often it is the very structured work required in mathematics that goes to the wall.

In all subjects we need to know what children are achieving, but it is vital in mathematics to know the stage at which the child is confident and competent. Classroom organization must, therefore meet these needs while balancing the requirements of other curriculum areas.

The need to group

I have for some years now believed that the skillful and well-planned group work is the most effective way of coping with the problem. This in no way excludes individual and class teaching but is does mean that the basic organisational unit is the group.

In "The Glade" school the bulk of the mathematics teaching is carried out in ability groups. The group composition is decided by each class teacher using his/her knowledge of the pupils combined, in the case of older pupils, with standardized testing. There is, of course, great flexibility in the set-up and there is always a need for some movement between groups.

We have developed our own mathematics teaching scheme based around *Ginn Mathematics*; the Nuffield Teachers' Resource Books and some SMP Card Boxes are used as back up materials. To give some idea of how this works in practise here are two examples of classroom organization.

Reception Class

Our reception class teacher starts the new term's intake on a series of "Readiness Lessons" as one group and uses this time to observe children's mathematical ability and make initial judgments as to future grouping. For ease of teaching these dozen or so pupils, she sometimes makes two mixed-ability groups – this depends on the objective under discussion and degree of supervized activity involved. After this initial process, which may take up to a term and a half, the children are placed in ability groups and mathematically determined units form the basis for some of the general classwork.

Very occasionally the teacher will give a class lesson on a theme or idea which can be followed up at different levels or serve as reinforcement to some and an introduction to others. For example, a lesson on "tall" and "short".

At present there are three main groups in this class, two ability groups working at different levels and one group, which is sometimes split into two, working on the readiness lessons. Some mathematical work is undertaken every day.

While the teacher is working practically and talking with a maths group the rest of the class may be involved in a variety of activities, all of which have been carefully set-up before the lesson starts.

This is essential because of the nature of the practical work undertaken in the structured teaching of mathematics and requires the most detailed planning. When it begins to work it makes for extremely effective teaching!

Second Year Junior Class

This class has four ability groups which work mainly on levels 3 and 4 of the Ginn Maths. The group structure is reviewed every half-term in the light of the scheme's assessment work and the teacher's monitoring of progress.

As in the reception class there will be times when a thematic approach is used with the whole class – for example on shapes and angles which is then followed up on an individual basis. The SMP work cards are sometimes used for this work or the teacher's own ideas for artcraft or further mathematical development.

This approach is also used to redefine the framework into mixed groups which can work on particular problems or projects in a cooperative way.

At this age we emphasise the "across the curriculum" links and mathematics will often be an important part of environmental studies scheme. For example, this class was recently working on compass and mapping skills and this was treated as a class lesson linked into mathematics. Sometimes, all groups work on mathematics but more frequently the teacher sets other tasks for the day on the board and withdraws groups one at a time to make her teaching unit. A very bright or gifted child works on her own on an individual programme making use of a variety of materials including SMP cards, Ginn "Enrichment Cards" and teacher-made resources.

In the class, at present the slowest children happen to make an homogeneous group but clearly there are occasions where one or two children of particularly low ability will need individual teaching.

One of the problems encountered when the school used a more individualized approach was that we were being forced into a "breakdown" model of teaching where the teacher was desk-bound dealing with pupils problems as the "breakdown" occurred; the teaching in-put was invariably at the wrong time.

Resources

The resources used in mathematics teaching are crucial but we find little need for special equipment other than materials like Diennes Apparatus and Unifix – each school has its own favourites. The school, its pupils, furniture and general equipment provide a potential wealth of mathematical experiences.

We have a central maths. resource area with a whole range of small objects (such as paper clips, metal nuts, counters) for sorting, classifying and counting and general equipment divided up into the following sections: shape, money, number, time, volume, length, sorting and games.

As well as the centrally stored equipment there is a whole range of class based resources which are more age specific or in very regular use. We are fortunate in having a semi-open planned school with shared resource areas.

With an emphasis on practical activity and discussion, and with recording only coming as the final stage of the process, I am convinced that the structure which a group organization gives to the class is invaluable. I have seen real continuity and progression over the past year, which has come about through teachers analyzing their practise and developing a consensus in their approach to mathematics teaching – combined with the provision of essential resources. Most importantly, many of our pupils are experiencing that confidence and satisfaction that goes with a genuine understanding of mathematical skills, concepts and facts.

While the teacher is working with a maths group the rest of the class may be involved in a number of activities, carefully set-up before the lesson starts

David Playfoot is headmaster of Glede Primary School, Brandon, Suffolk.

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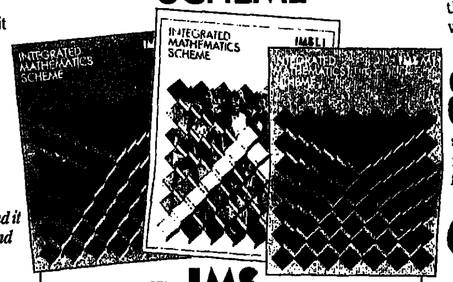

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An unattractive option?

Attitudes of final year mathematics undergraduates to a career in school teaching

Report by Neil Straker

The Cockcroft Report (*Mathematics Counts*, HMSO, 1982) draws attention to the need for an adequate supply of mathematics specialists in teaching.

"There can be no doubt that the most important resource for good mathematics teaching is an adequate supply of competent mathematics teachers" (para 618).

Mathematics has been recognized as a shortage subject for some time now. The 1977 Secondary Staffing Survey estimated a shortage of 3,000 suitably qualified teachers of mathematics, while the Cockcroft Report suggested that 5,000 mathematics teachers had a "nil" qualification in the subject and a further 4,000 had "week qualifications.

A recent *TES* article ("English and maths graduates target unlikely to be met", *TES*, January 20) draws attention to the fact that secondary schools alone will need to recruit 1,500 mathematics specialists by 1995 if projected needs are to be met. The view of the Advisory Committee on the Supply and Education of Teachers is that it is unlikely that these targets will be reached, and the committee is considering special measures designed to attract more recruits to mathematics teaching in the next few years.

In recent years, less than 10 per cent of graduates in mathematical studies at universities in England and Wales have enrolled for PGCE courses: "This figure contrasts with the fact that in 1938 over 75 per cent of newly qualified graduates in mathematics entered the teaching profession. In 1964 the proportion had decreased to 30 per cent, by 1974 to 17 per cent." (Cockcroft Report, para 638)

"Teaching is low paid and there is no job satisfaction"

During the 1970s, local authorities experienced considerable difficulty in filling mathematics posts in their schools, with many vacancies attracting only a handful of applicants. There has obviously been an increasing demand for mathematicians to pursue careers in industry, commerce and the computing world during recent years, but there are also indications that an increasing proportion of mathematics undergraduates see teaching as an unattractive option for a variety of reasons.

Cockcroft refers to an AGCAS (Association of Graduate Careers Advisory Services) inquiry into reasons for the poor recruitment of mathematics graduates into teaching: ("the principal factors are pay and prospects within the teaching profession and also perceived problems of discipline in schools: these factors are common to teachers of all subjects. Additional factors relating to mathematics are the fact that mathematics is thought to be a difficult subject to teach and that, because it is a compulsory subject for pupils up to the age of 16, mathematics classes are likely to be larger and to contain a higher proportion of less well motivated pupils than is the case with many other subjects which are often optional after the age of 14" (para 639)

The AGCAS survey suggested that an increase in both pay and prospects would aid recruitment, and also stressed that teaching was seen as a low status occupation with a poor image which needed to be improved. Cockcroft recommends that the Department of Education and Science and I.e.a.s should work together in advising and informing final year undergraduates of the attractions of a career in teaching.

The writer has recently conducted a study of the attitudes of final year mathematics undergraduates towards a career in teaching. Replies were received from a total of 169 undergraduates in six universities. The survey is not considered to be representative of the views of all final year mathematicians, as one would expect a greater response rate from those who are considering a career in teaching.

"Teaching maths would give me real satisfaction"

Ninety-seven percent of respondents were in the age range 20 to 22.

The sex distribution was 54 per cent male, 46 per cent female.

Twenty-nine respondents (17 per cent) stated that teaching was their first choice as a career, 67 (40 per cent) said that they would not teach under any circumstances, and 73 (43 per cent) were considering a career in teaching but would prefer other occupations.

Sixty-one per cent of respondents had attended a comprehensive school.

The undergraduates were asked to write down their first choice of career. There were 148 replies, the most popular choices being computing (30 replies), teaching (29), accountancy (22), research (12) and banking (8).

When asked to estimate their starting salary in teaching 40 per cent gave estimates in the range £5,750 – £6,750 pa, 46 per cent estimated below this range and 14 per cent above. At the time of the survey the Burnham salary scale ranged from £5,778 pa. for graduates with a PGCE to £6,405 pa for good honours graduates with a teaching qualification.

The main part of the questionaire required responses on a Likert Scale expressing level of agreement or disagreement with a series of 39 prepared statements on attitudes towards a career in teaching.

In general the views expressed by female undergraduates suggested a higher level of commitment and caring than from their male peers, the women appearing to see teaching more in vocational terms. The female students disagreed more strongly with statements such as "teaching is a dull, boring job", "teaching would be a waste of my degree", and "maths is easy to teach". The women also agreed more strongly than the men that they would enjoy the social work aspect of teaching, and were more prepared to teach less – able pupils.

"...I wouldn't teach if it were the only job offered to me in the next twenty years"

The men were perhaps more mercenary in attitude, being more concerned with material issues. They agreed more strongly that "industry pays better", "teachers enjoy excellent working hours", and were less inclined to disagree with the statement that "maths teachers should be paid more than teachers of other subjects".

There were two surprising outcomes: first that the women expressed some disagreement with the view that maths teaching was male-dominated in terms of career prospects, and that despite the apparently greater commitment and level of caring shown by the female respondents, they were more prepared to accept the idea of forcing children to conform to a system.

Those in the group who stated that they had no desire to teach under any circumstances argued that they did not have the necessary temperament, and did not feel sufficient time in [illegible] educational institutions. A few students in this group saw mathematics teaching as somewhat tedious and boring with low status, and they had little desire to teach less-able pupils.

The results indicate that many students in the "No" sample felt that teaching would present them with a challenge and level of responsibility which they would find difficult to accept. Some students expressed concern about discipline in many comprehensive schools, often referring to their own school experiences. These students were also apprehensive about the difficulty of teaching pupils who "did not want to learn" and felt that teachers had a very demanding workload. The students did see some attractions in teaching however: long holidays and job security.

"I still see teaching as a responsible and respectable profession"

Those who had indicated a desire to teach often appeared to be attracted to the profession on idealistic grounds: the desire to influence attitudes, and the challenge of trying to interest pupils in mathematics while enjoying the social worker role coming through as major determinants influencing their choice of career.

This group was also more optimistic about promotion prospects. The view was expressed that teaching was a challenging, rewarding career which offered real job satisfaction, although the students recognized that there might be some difficulties regarding discipline and they anticipated a demanding workload.

The undergraduates who were undecided about teaching as a career were asked to specify any incentives which might persuade them to turn to teaching. An increase in salary was seen as the most obvious incentive, although better discipline in comprehensive schools and better promotion prospects were also mentioned.

Some students commented on the benefits of a "mathematics teacher" option in the final year of their undergraduate courses, which can give students an insight into opportunities in teaching.

Perhaps the greatest cause of concern is a view expressed by many students that there has been a lack of effective publicity aimed at attracting mathematics graduates into teaching. It seems essential that a greater effort is made to make undergraduates in the sixth form aware of mathematics, computing and physics, aware of the potential rewards and satisfactions of a career in teaching, and to improve the somewhat tarnished image of the comprehensive system. Given the present economic climate there would appear to be few other means available of boosting recruitment figures.

Neil Straker is lecturer in education at the University of Newcastle upon Tyne.

Calculators across the county

by Laurie Rousham and Bernard Bagnall

Picture the scene: within the context of a bustling Suffolk primary classroom, Katherine, Karen and Michelle (all seven) are busy constructing some mathematical work for themselves using counters. They have taken out two handfuls and counted them – 70 in one pile, 56 in the other. Chatting quietly, they add the two numbers, then subtract the smaller one from the larger, recording all this on a piece of paper.

They ask their teacher's permission to help themselves to one of the calculators available on the resource "island" in the centre of their room to check these results. As they expect, the calculator confirms their accuracy and they put it back. They multiply 70 × 56. Again the calculator confirms their result. Then they decide to divide 70 by 56 or, as they put it, share the 70 counters between 56 people.

This time, however, they come to the teacher in some puzzlement. "We think it's one, remainder 14, but the calculator says we're wrong!"

The calculator is showing 1.25. After repeating their calculation with the counters, with the calculator (and with the same result) the teacher asks, "Why do you think this is? Discussion begins, in the course of which one child remarks "You know what that looks like – it's like one pound and twenty-five p."

"Ahal says the teacher, taking his cue and seizing the money tray. After some work with the money, particularly with "lots" of 25p, the children observe that 25p is a quarter of £1. At this point Katherine says "it's one and a quarter, really, but you can't cut the counters up."

"Well, could you do it if you had pieces of paper?" The children hurry off to count out 70 pieces of computer waste and quickly demonstrate the new solution to their satisfaction. The calculator, initially in a passive role as a back-up checking device, altered the whole activity by throwing up a provocative difficulty in the middle of it.

The children enjoyed a meaningful experience in an area of mathematics they might not otherwise have been considered ready for. Certainly they were fortunate in working with a teacher who held back and waited, sensitively, to see what would happen instead of saying "Don't worry, those are decimals, we'll do them later," or leaping in with a lesson on some aspect or other of the situation.

But perhaps they were also fortunate to be in a classroom where the availability of the electronic calculator was taken for granted – otherwise (as the teacher later admitted) he (and they) would have settled for "one remainder 14" as a good enough answer.

In 1982, Suffolk education authority issued calculators, free of charge, to all its schools in a ratio of one to every 25 pupils. They were solar-powered, obviating the need for battery replacement. The move indicated a considerable commitment to the Cockcroft report's insistence on the calculator both as a means to improve existing maths teaching and as a reminder of the need to review the content of the curriculum. (Suffolk's senior county adviser for mathematics was a member of the Cockcroft Committee).

Other l.e.a.s had made the machines available cheaply but this meant schools had to "contract in". The effect of the Suffolk initiative was to put calculators into *every* school in the county. Official blessing and an intensive in-service follow-up encouraged teachers to begin trial use. The result is an acceptance of calculators as a fact of modern life.

It was quickly seen that they offered another embodiment of ideas and processes already taught. Their value as a visual tool in the teaching of place value and the investigation of number patterns was evident.

Subsequent moves must be towards their real integration into the existing curriculum. Discussion at INSET meetings has indicated three clear stages, though there are schools and individuals at each stage. The initial stage involves introducing the calculators, characterized by discussion about "whether" and "when" to use them – and when not to. This is followed by a phase of talking about "how" to use them; the merits of various games and activities, of growing enthusiasm for them as catalysts of meaningful discussion, and as teaching aids in concept-formation.

A few schools are beginning to move into a third stage of reflection on what has been learned, together with implications for the curriculum. In particular, schools which have the confidence to make calculators freely available for sensible classroom use report that mathematical situations and needs arise at the oddest moments and can be capitalized upon there and then.

The presence of the calculator seems to give children the confidence to raise points and tackle problems that might otherwise have been lost. Although most schools have gone on to purchase further machines, there is a strong feeling that one per pupil is not a desirable target since it would inhibit the lively discussion which is seen as such a positive by-product of their presence. Disastrous effects upon attitudes to computation have not been reported, though claims of gains in understanding are commonplace.

All this is a far cry from the early days when children found extra "calculator maths" grafted onto their "normal" maths work. Teachers have found that though there is an initial need for some direct teaching on use of the hardware, familiarization is rapid.

Tim, seven and a half, found that 37 and 74 totalled 111. Fascinated by this number, he took the calculator to add more 37s. Asked by his teacher why he had keyed in a constant of 111, he explained "that's three thirty-sevens – and it's just quicker."

His manipulation of the keyboard and viewing of the display went on consistently as he wrote, delighted when he reached 1,110, then 2,220 and so on. After quite a time he went up to 11,100, at each stage writing down the numbers and putting comments upon the relevance of particular results. He displayed confidence, satisfaction and a self-generated excitement.

Compare this with copying down a "sum", applying a rule and putting down an answer, knowing that this process would have to be repeated many times. Experience has shown that however unambitious the initial level of calculator use (games, checking results) the knowledge that they are there soon leads into far more demanding activities as well as allowing real data to be handled and investigated.

Much remains to be done, but – in Suffolk at least – the electronic calculator has taken its place as another

Ready for a calculator?

teaching aid in the classroom. We welcome it in the belief that it will help pupils to take more responsibility for their own work instead of offering completed sums up to the teacher, with fatalistic resignation, for the ritual ticks and crosses.

Laurie Rousham and Bernard Bagnall are mathematics co-ordinators at urban schools in Suffolk.

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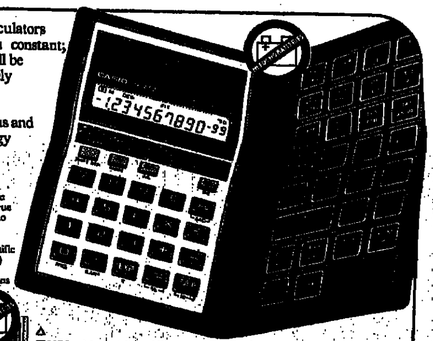

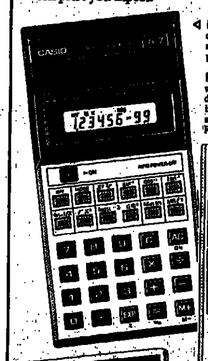

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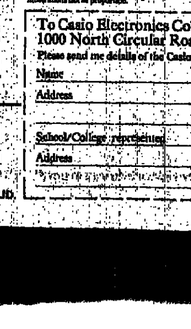

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EXTRA

Whatever happened to geometry

by David Fielker

Probably the most quoted paragraph from the Cockcroft report is 243, which gives "problem solving and "investigational work" equal status with more traditional modes of mathematics teaching. The report goes on to give a paragraph of brief description to each of the six modes, which make none of them very clear.

This lack of clarity is a common feature of the report, so much so that one is tempted to credit the committee with deliberate obscurity in order to provoke the amount of discussion that still prevails up and down the country, though there are of course other possible explanations, one being that the report would have been impossibly long if everything had been discussed fully.

If one looks for clarification in terms of syllabus then one is disappointed. Actual mathematical content receives short shrift, perhaps rightly so. And if one looks for something about geometry in particular then it is hard to find. I tried geometry in the index (Germany is given five different pages), but soon realized that in general mathematical content was not listed there. There is a paragraph on *shape and space* in the section on practical work in the primary chapter, and at secondary level one is left with the spatial concepts section of the Foundation List. There, if one discounts items that would be classified under mensuration or coordinate systems, one is left with a curiously disjointed and banal collection of ideas that in no way gives any indication of how problem solving or investigational work might apply to geometry.

It could be a reflection of the times. A look through any set of CSE or O level examination papers reveals a strange picture of geometry. The so-called revolutions of the 1960s have left some very hackneyed questions involving vectors, matrix transformations or symmetry operations, according to syllabus, which exist side by side with the same old Euclidean problems about angles associated with triangles and parallels or the circle theorems. One cannot help feeling that Euclid still has all the problems, but in the same stylized way that continues to be inaccessible to most pupils – and Cockcroft is very firm about *that*.

I have been finding it a useful exercise on many occasions to take some of the geometrical items in the Foundation List and turn them into problems or investigations that are accessible to most children, taking perhaps the positive view that this is the sort of thing that Cockcroft intended us to do.

I shall deal with the first example in detail and with the others more briefly.

"Draw a simple plane figure to given specifications."

Look in any textbook under this sort of heading and one finds the standard constructions for triangles, rectangles and perhaps other quadrilaterals, using a "ruler, compasses, set square, protractor" as Cockcroft goes on to specify. Is that any sort of problem, other than the problem of remembering what to do?

Suppose instead one is asked to *sketch*, rather than construct, a regular octagon. Sketching involves one in *thinking* about angle, shape and symmetry. Too easy? Try a regular pentagon. Or a regular nonagon (9 sides). Or a heptagon (7 sides). Or a dodecagon (12 sides). You have to do it to *feel* what is involved.

This is so different from construction, where one is involved firstly in a (probably routine) calculation, and then a routine drawing.

Once you (or your pupils) have the hang of that, we can make it more interesting – that is, more difficult. (I choose my words carefully. Somebody recently suggested to me that mathematics was always either too easy or too hard. Teachers are too often trying to make it too easy. The secret is to make it hard enough to be an interesting challenge, while remaining accessible.)

Consider a dodecagon in which all 12 sides are equal, but each *alternate* angle is *twice* one of the angles in-between. That is, if you like, the angles are alternately x, 2x. (It is strange how difficult it can sometimes be to explain a simple idea. It is like all those CSE questions that were rendered incomprehensible by a felt need to be mathematically correct.)

Again, you are to sketch this shape, not construct it. And if you have not realized it already, sketching involves a lot of trial and error. Unlike construction, it is not necessary to get it right first time, and being a sketch it need not anyway be absolutely correct.

The nice thing about this problem is that it is generalizable. That is, one can turn it into an investigation. The essence of an investigation, as I see it, is *that it is the pupils, rather than the teacher or textbook or workcard or examination paper, who ask the questions.*

You will have found, if you are working through this as you go rather than merely reading it, that the dodecagon turns out to be a sort of 6-pointed star. It may occur to you to ask what shape is produced by imposing the same restrictions on other polygons.

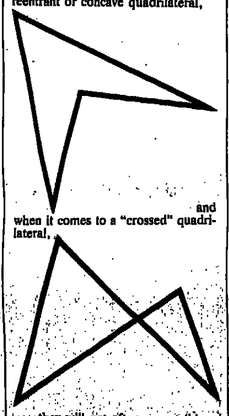
Try sketching polygons with 14, 16, 10, 8, 6, or even 4 sides, keeping the same 1:2 ratio between adjacent angles. You may start to calculate whenever you feel like doing so, and using any method you wish.

As you continue, you will produce other problems. There is a sudden change in overall shape as the number of sides decreases, and the curious "octagon" requires an explanation or even redefinition! And you may like to investigate what happens as the number of sides increases and becomes very large.

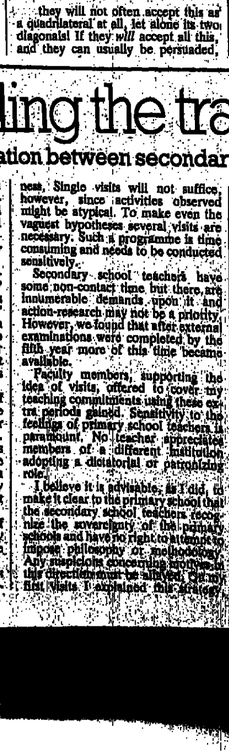
Alternative questions may occur to you. Instead of, or as well as, changing the number of sides, you may wish to change the ratio of adjacent angles, perhaps successively to 1:3, 1:4, 1:5, etc; or to 2:3; or to have triples of adjacent angles in the proportion of 1:2:3, etc. And you may be on the lookout for the same sort of curiosity that occurred before with the octagon.

"Understand and use terms such as . . . diagonal . . ."

If by this Cockcroft means merely the diagonal of a rectangle then there is not much to it. Except that to many children of almost any age "diagonal" is synonymous with "oblique". Extend the idea to quadrilaterals and it becomes more interesting. Definitions become necessary, because although generally quadrilaterals have two diagonals, children will not always accept the "external" diagonal of a reentrant or concave quadrilateral,



and when it comes to a "crossed" quadrilateral,



they will not often accept this as a quadrilateral at all, let alone its two diagonals! If they *will* accept all this, and they can usually be persuaded, then a look at the possibilities for pentagons becomes very interesting.

Otherwise, one may stick to convex polygons and inspect the number of diagonals as the number of sides increases.

"Understand and use terms such as . . . perimeter . . ."

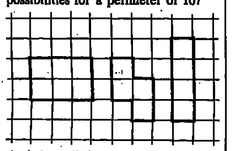
I could never understand the fuss made about perimeter, or why it has been given the same status as area, as it has here. The fuss obscures the simple idea that in practice one measures round the edge of a shape and in theory one merely adds some lengths together. The equal status usually ensures that pupils confuse the two names and calculate one instead of the other.

Traditional so-called problems involve finding perimeters of shapes. The Foundation List also has, "Find the perimeter and area of a rectangle," which compounds the confusion.

Suppose instead we give the perimeter and ask for the shape? Or the shapes? For example, a question on a mode iii CSE examination paper in 1967 said: "A polygon is to be made from a piece of string 24 inches long. Investigate the possibilities."

It helps to look at particular sets of shapes. For instance, some of the candidates looked at triangles, perhaps finding all the possibilities with integral sides, and some looked at regular polygons.

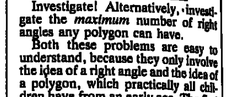
Suppose one looked at shapes which could be drawn on squared paper, on the lines only. Can you find all the possibilities for a perimeter of 10?



And then all those for 8, 6, 12, etc? (Why only even numbers, and which is the smallest perimeter possible?) How can you be sure when you have all the possibilities for each?

"Appreciate the properties of parallelism and perpendicularity."

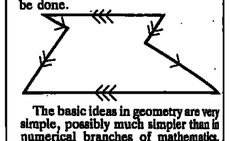
Let us suppose each adjacent pair of sides of a polygon is perpendicular. The rectangle is the simplest example. After that there are several possibilities for any given number of sides. This looks similar to the last question about perimeters, but now lengths are irrelevant. For eight sides, for instance, there are these possibilities.



Investigate! Alternatively, investigate the *maximum* number of right angles any polygon can have.

Both these problems are easy to understand, because they only involve the idea of a right angle and the idea of a polygon, which practically all children have from an early age. The first problem is easy to work at and has many interesting facets. The second can be more restricted but is more difficult. In both cases the difficulties arise not so much from any complex mathematical content but from the organization involved.

The idea of perpendicularity normally receives scant treatment in any syllabus, and little use is made of it. Parallelism usually gets bogged down in parallelograms and angle properties. One can, of course, superimpose sets of parallel lines but this hardly sets any problems. Now suppose one looks at the possibilities for making sides of a hexagon parallel, and tries to find all the ways that it can be done.



The basic ideas in geometry are very simple, possibly much simpler than in numerical branches of mathematics, and here I am only referring to old-fashioned geometry, not the various forms of transformation geometry, about which similar things need to be said. It is not necessary to go very far with geometrical content in order to pose problems and investigations with varying degrees of complexity. The advantage is that the low content makes the problems immediately accessible to most children, and it is the flexibility which can enable all of them to find problems at appropriate levels of difficulty. The same cannot be said so easily about numerical problems.

Yet geometry continues to be neglected compared to other branches of mathematics, and what there is in textbooks or examinations is sadly unimaginative. I have tried to suggest ways of remedying this in a recent series of articles in *Mathematics Teaching*, now available in a booklet, "Removing the Shackles of Euclid", available from ATM, Kings Chambers, Queen Street, Derby DB1 3DA, at £2. Marion Walter also has found it easy to select a large collection of articles on geometry from past issues of the same journal in a booklet in the same series called "Geometry". £3. Also available from ATM is Geometric Images at £4.50.

David Fielker is director of Abbey Wood Mathematics Centre, ILEA.

Tackling the transfer

Phil Miley on cooperation between secondary and primary schools

September can be a hectic time in many schools. New routines need to be assimilated by both staff and students. However one of the most stressful tasks faced by our faculty of mathematics is coping with the new intake.

Our main aim is to attempt to meet the needs of students in understanding the world around them. Given new technology, things are likely to change at an ever increasing rate. Learning and the use of knowledge thus gained must be continuing processes which remain with each individual throughout life. To this end we attempt to help students acquire the skills of "how to learn". The content devised to develop these skills is, to a great extent, arbitrary.

Our problem in the first year is one of consumer resistance. The attitude of the vast majority of 11-year-olds is that only the "right" answer is important: how it is found seems irrelevant. Finding the right answer may not involve the mathematical process.

Other students and the teacher can be pressured in the most sophisticated and pleasant ways. It is very difficult to resist a persistent inquiry such as "how do you do this?", but resist we must if the question comes before the student has made any attempt to design his/her own method. Such resistance is necessary, if the student is to operate on his/her own. The student who has not developed an independent method may become over-dependent on the teacher and lose self-esteem in the process.

Once real success in generating one's own method from raw data is experienced, the feeling is so powerful and infectious that students are prepared to strive for it again. Many 11-year-olds come to this position in a few months.

Why does the right answer syndrome occur? Which students have it? Which students have inquiring minds and are tenacious in tackling "real" problems? These are questions which concern us in the faculty. We need to know where each child stands in order to provide the most efficient support and materials. How can we gain this information?

In the county of Avon a great deal of effort was spent in designing the mathematics transfer record card. For all its good points there are drawbacks. Firstly, the information it provides is subjective. The transmitter and the receiver may work on different criteria and hence the wrong information may be communicated. Secondly, it cannot indicate attitude to the subject.

The solutions to the problems of transfer are not solely to be found by using the machinery provided by the county.

Visits to feeder primary schools might provide some greater awareness. Single visits will not suffice, however, since activities observed might be atypical. To make even the vaguest hypotheses several visits are necessary. Such a programme is time consuming and needs to be conducted sensitively.

Secondary school teachers have some non-contact time but there are innumerable demands upon it and action-research may not be a priority. However, we found that after external examinations were completed by the fifth year more of this time became available.

Faculty members, supporting the idea of visits, offered to cover my teaching commitments using their own free periods gained. Sensitivity to the feelings of primary school teachers is paramount. No teacher appreciates members of a different institution adopting a dictatorial or patronizing role.

I believe it is advisable, as I did, to make it clear to the primary school that the secondary school teachers recognize the sovereignty of the primary schools and have no right to attempt to impose philosophy or methodology. Any suspicions concerning motives in this direction must be allayed. On my first visits I exercised this strategy: asked for help in gathering information about primary school methods and about the attitude of the students.

It soon became clear during the visits that my feelings about the attitude of the students (based on my observations) would be generalizations and at the primary age, anyway, attitudes were likely to be fluid. Attitudes of staff *may* provide a clearer picture, but in a short programme of visits there is no guarantee that these could be established accurately.

However, I don't doubt that the stances adopted by staff have an influence on the thinking of students.

The only hard information that can be gleaned is from studying closely the classroom activities witnessed. There can be dangers in generalizing from this. One can not assume that a teacher always uses this method observed. However in a series of visits, classroom activities at either end of a continuum were evident. At one extreme there was active involvement with resources; at the other, there was passive learning.

The first type of activity allowed great freedom for the students to explore and evaluate their own methods and product-solution. There was little teacher intervention (on this occasion) as the student's process was monitored closely and misconceptions handled sensitively. The students were confident, prepared to talk about their ideas and perceptions and were able to enter a dialogue about patterns and structures underlying the materials and resources used.

The second type of activity involved answering very structured questions. The students, during this activity, were more hesitant and were often stymied when problems were re-stated from an unusual angle. The mathematics was passive: to be learnt rather than created. The activity was taking no account of the human's power to arrange the experiences provided by the real world.

It was comforting and reassuring to the faculty to hear that active learning was a style used in primary schools.

Passive learning styles are common in many secondary schools. Thus no criticism is intended of primary teachers in particular for creating passive environment. They suffer, as we all do, from parental pressure. Many are not specialist mathematicians and are not necessarily mathematically able. They may have been unsuccessful mathematically.

However the passive attitude created in students can cause blocks of self-reliance and the belief that mathematics is something other than a description of reality. The end proves a difficult starting place for students in their years in secondary school if involvement is required of them.

Phil Miley is head of faculty of mathematics, Priory School, Weston-Super-Mare.

EXTRA

Mathematical modesty

Barbara Hilton suggests that arts graduates should be accredited with the skills they often disclaim

The mathematically modest denies skill in this subject to such an extent that references to maths is flippant, shunned, even feared. An archetypical sufferer is an arts graduate, disclaiming mathematical or numerical skill, while competently holding down a professional job.

The syndrome in adults has been recognised in different forms. For example:

> "Maths anxiety has been variously described as 'sudden death' by Tobias . . . and 'panic' by Buxton."[1]
>
> "This apparently widespread perception amongst adults of mathematics as a daunting subject pervaded a great deal of the sample selection."[2]
>
> "The feelings of guilt to which we referred earlier appear to be especially marked among those whose academic qualifications were high."[3]
>
> "Numerical difficulties were not confined to those in unskilled work or of minimal education . . . a number of people in the sample are in occupations that would seem to require skill with figures."[4]

But for whatever reason such response is offered, is it a fair reflection of ineptitude?

It is likely our modest intellectual fulfils the usual mathematical requirements of everyday life, shops around for the best buy, most favourable credit terms, estimates the latest train which can be decently caught, organises the contents of the deep-freeze to allow rotation, even gauges the risk of not doing so.

All these activities – and many more – involve mathematical skills and judgments to be made. Why, then, are they discounted? Could it be that because acknowledgement is not given for competence in mathematics within professional, academic and subject areas, then mathematical skill is overlooked?

I do not have in mind simply the direct use of arithmetic as, for example, in linguistics where the frequency of occurence of a certain word or phrase may need to be calculated in order to quantitatively describe a particular style. I refer to the understanding of maths implicit in the very use of language, in the weighing of historical evidence, in the practice of design.

How, for example, can the time lapses and telescoping of experience in novels such as Virginia Woolf's *Orlando* be measured, savoured and enjoyed unless the reader comprehends a linear timescale and digressions from it, and so can measure the intervals of Orlando's life against those of the evolving historical background?

Within the pages of her novel, Virginia Woolf explores the concept of time: an hour, for the human spirit, may be stretched indefinitely or contracted to a mere instant. This is remarkable, worth pausing over, leads to splendid flights of the imagination, only if mathematical ideas of unit value and linear scale are understood. I think it very likely our graduate in arts has a wide range of mathematical skills and is only shy of acknowledging them.

How frequently does the historian pause to consider the process of seeking evidence, constructing an argument and reaching a conclusion? Are there not skills being used of matching, sorting, using maps and diagrams, calculating elapsed time, using representational symbols, estimating probabilities, recognising symmetry (of ideas, perhaps), considering rates of change?

These essential mathematical ideas have been understood and practised, although they may not have been made explicit and accredited. The mathematical skills of design are more obvious to enumerate. Design is a construction of order, often including autonomy and selection of visual elements for emphasis. Scrutiny of the mathematics of design will reveal repetition, pattern, symmetry, transformation, wave function and much which could be described as geometry and analysed, appreciated and credited.

In fact, the modesty seems groundless. In addition to displaying skills and qualities which may be "artistic" our arts graduate holds and practises many mathematical skills. This modesty may not serve us well. If it leads to myopic vision of potential, versatility and aptitude, then it may reinforce notions of limitations which do not exist.

The need for arts graduates to appreciate the breadth of their training and their potential for development is just as great as for any other member of our society. And, of course, I am only using an arts graduate as an example of the type of person who denies mathematical skill. I believe this modesty is widespread.

What can we do to resolve the dilemma? It is not additional teaching or learning of skills which is required: rather, an awareness that they are held. Over the last few years much work has been done on criterion – referenced accreditation schemes for 16–19 year olds which, I believe, could serve adults well.

As an example of how such a system works, let us look at the practical profile schemes, operated by the RSA[5]. Within these schemes, checklists of skills (at present, communication skills and numeracy) are set over the whole curriculum – not just synonymous subject areas – and students are given credit for those skills in which they can demonstrate competence. This approach could be applied to any course at any level and will accredit the variety of skills held across different subject areas.

A look at some particular skills illustrates my point. For example:

- Copying numerical information;
- Sequencing items, events;
- Identifying and using appropriate calculations with whole numbers;
- Locating objects/places using the point of compass; and
- Handling time, using the 12h/24h systems and a calendar.

These skills (chosen from a list of 90 or so) provide a tool for reviewing the whole curriculum. In a typical further education course this would include general education and vocational subjects, work experience and electives, and opportunities for learning and accrediting the skills may occur in any or all of the course components.

Such a review could be carried out in degree-level courses in any subject area. The RSA scheme I have referred to requires documentation of skills, discussion of progress by teacher and student together and verification of achievement by the examining board. This leads to a certificate which is a positive statement of skills demonstrated.

Let us return to our modest arts graduate: English scholar, historian or designer. Through careful, perceptive exploration of the curriculum already followed the graduate could be accredited with skills such as those listed above – or more sophisticated ones, covering for example understanding of rates of change and geometry which may be inherent in intellectual argument and constructions.

This need not, I believe, detract from the aesthetic value of major subject area and just think of the increasing awareness, confidence and practical application of mathematical skills which would unfold. Let us give credit where credit's due.

[1] Stringer, D. (1979) *Make it Count*, IBA

[2] Osborn, M., Withnall, A. and Charnley A. (1981) *Review of existing research in adult and continuing education*, NIAE

[3] Sewell, Bridgid (1981) *Use of mathematics by adults in daily life*, ACACE

[4] Cockroft, W. H. (1981) *Mathematics counts*, HMSO

[5] RSA represents the Royal Society of Arts Examinations Board, John Adam Street, Adelphi, London WC2N 6EZ.

Dr Barbara Hilton is Inspector for Further and Higher Education ILEA. The views expressed are those of the author and do not necessarily represent those of the ILEA.

Book review

Exam reflectors

Essential Mathematics for O Level By R. Bolt
University Tutorial Press. £4.25. 0 7231 0833 6

A Concise CSE Mathematics. By A Green.
Stanley Thornes £2.85. 0 85950 108 6.

Whatever the future of 16-plus examinations, authors and their publishers appear to have faith that any new format will not be far removed from the present one. Certainly, as far as mathematics is concerned, the flow of books prepared for O level or CSE courses shows little sign of being checked.

It is true that in the past several decades there have been some substantial changes introduced to the secondary school mathematics curriculum. CSE itself, with its varying modes, was an innovation designed to serve a great majority of pupils for whom GCE was unsuitable. Moreover, it was only in 1951 that O and A levels superseded the long established School Certificate and Higher School Certificate. (The former had itself been dramatically modified in the mathematics realm by the Jeffrey Report at the end of the war).

So there is continual flux, stimulated sometimes by political motives, sometimes by the advent of new technologies (the computer is an obvious case in point), and sometimes even by the whims of fashionable thought among mathematicians.

All this being accepted, there is currently a pattern of examination syllabuses which is conscientiously reflected in textbooks. That many of these books are deliberately constructed so as to pave the way to an examination pass as much as to inculcate an appreciation of, let alone a passion for, mathematics as a subject is not necessarily a feature to be criticized. A more relevant criteria may be: do they do their job well?

Mr Bolt is a teacher and author of considerable experience. It is predictable that a book from his pen will be mathematically sound and will adequately fulfil its objectives. So it is with *Essential Mathematics*. The adjective is indicative of Mr Bolt's intentions. He includes the main topics in the syllabuses of most examining boards, with emphasis on the basic work in each topic. The exercises in each section contain a wide selection of graded questions in order to build students' confidence and to enable them to succeed with easier questions in their examination papers. Most sections also include some GCE questions of the Section B type".

It is all well done. Looking deeply at the examples, a comment by Professor Griffiths and Dr Howson in their stimulating work, *Mathematics, Society and Curricula* comes to mind. Many questions in school examination papers, they wrote, "recur in disguised form, year after year. In short, they are stereotyped and accordingly candidates will be well-practised in their solution". It is ten years since that appeared, but the situation has not changed. The questions may deal with sets or matrices or transformations alongside traditional mensuration or trigonometry, but stereotyped they have become.

The same tendency is evident in Mr Green's book *A Concise CSE Mathematics*. Here is another well-established writer who can be relied upon to offer a fresh, attractive presentation of the usual content of examination mathematics. The apt adjective in his title is concise, for this book is a "shorter, slightly easier" version of his core course. Lucid and effective, the whole covers the vital parts of the work in a faithful if well-matched to its target audience.

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Mathematics for the somewhat able

A reminder by Martin Wallis

"Why can't we do proper sums?"

So says the pupil, denied the chance of filling an hour peacefully rehearsing the same techniques.

Whether it is our pupil or the teacher, irritated by such comments, who is more annoyed is debatable. The sad fact is that it is often easier for both the teacher and taught (or occupier and occupied?) to churn out routine arithmetic or routine calculations of a more complicated kind than to do some mathematical thinking. Of course it still happens, though the belief that such repetitive practice alone will suffice to allow the process of learning to take place is no longer held, at least not in educational circles.

It will not be news to many that mathematical investigations often start from a seed, probably a simple idea, which germinates on the drive to school and blossoms in the classroom, or so we hope.

A Christmas cracker teaser such as "How many squares are there on a chessboard?" typifies the approach. In order to solve the problem it is necessary to decide on a method of attack, such as try it for a 1×1 board, a 2×2 board, a 3×3 board, a 4×4 board and so on until the point is reached where you can generalize: 1, 5, 14, 30, . . . ?

The object is primarily to give the pupils confidence to tackle problems, and the role of the teacher is to lead the pupils to think up their own line of approach, to encourage the flagging spirit and to extend the problem where necessary: How many in a 100×100 board? a $n \times n$ board? How many rectangles in a chessboard?

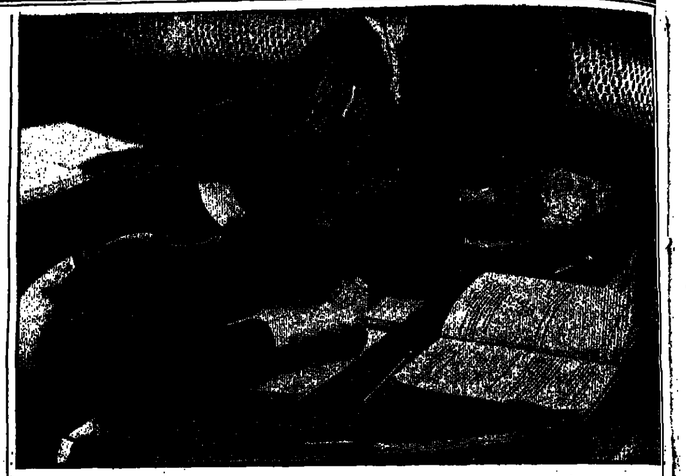
The role extends, of course, to fending off attacks on the brainchild like "This is boring" or "We always do questions about squares on chessboards", (*Incidentally, I suspect if I danced naked on the stock cupboard I would be told, "You always dance naked on the stock cupboard."*)

It was with the background of "The Great Debate" that in 1976, a working party of teachers in Croydon set out to look at "Maths for the Least-able School Leaver". (The title, I am aware, suggests that there was only one such person and was impossible to turn into an acronym; try pronouncing MLASL, or worse, WPMLASL.)

I am also aware that the findings of the working party were not new in 1976, let alone now, but regular reminders do no harm.

Six years later, of course, the report of the Cockcroft Committee recommended, *inter* much *alia*, that as well as teacher exposition and practice of routine skills, all maths courses should also contain provision for problem solving, practical work and investigational work. ALL maths courses, note. As soon as you try something interesting for the less-able, born perhaps of the need to write a non-exam syllabus for non-exam kids, you find it is equally interesting, stimulating and exciting for the sort-of-able and jolly-able.

Doubtless I am teaching you pedagogic grandmothers to suck eggs, but



any child who leaves school thinking that every question has an answer has missed the point, often because he or she has too rarely been allowed to work at open-ended problems.

The teacher has three equally open-ended problems:

First, how to find the ideas. There are books or pamphlets, such as *Starting Points*, *These Have Worked for Us* or the *Leapfrog* booklets, but the best ideas come from the teacher or the class itself. A friend of mine keeps a list of rhymes (Metro/hetero, enema/do-nim a) and then writes songs round them. There is nothing wrong with that approach: keep a notebook of ideas and you never know when they might come in handy. (It helps if you have mathematical mind: who among us has not seen a pair of pram wheels and thought of a Venn diagram or checked a bus ticket number for primeness?)

It is a good idea to listen out for classroom conversation: "We have the same birthday – that's unusual", "I wonder how many people could get into the room", "How many bits of grass are there on the football pitch?"

Second, by their very nature, different classes respond differently to the same starter. Every teacher has found an idea that works well one year, but falls flat on its face with a nominally equivalent class the next, so it is impossible to write a detailed teaching programme that can be the same year after year. Yet such programmes are demanded and possibly imposed.

Third, most youngsters listen to their elders, if not betters, and often receive the message that they need to learn the basics to get a job. To start to change the mathematical habits of a lifetime of a 14-year-old, or even an 11-year-old, brought up on a diet of little but arithmetic and with such slogans ringing in the ears, will inevitably be an uphill struggle; we must start young. I am not denying the need for practice of these skills, I am suggesting that it should be allowed only its fair share.

As anyone who has ever been involved in in-service training knows, it is at least tactful to include an actual lesson-planning hint or two, however theoretical the content of the rest of the course, so if you are thinking of "doing volume" on Monday, I offer the following absolutely unoriginal ideas to go with the chessboard on Page 1: One of your ideas Notebook or "Syllabus", as you will refer to it.

Why are bottles or cans circular?
Why are cartons usually not cubes?
How many building bricks will fit into a given loop of string or elastic band?

Buy a wine box out of capitalism, empty it and see how much the inside will hold when taken out of the cardboard box.

The moral of the story, if there is one, is that by experimenting with maths for the least-able, because they are often the least cooperative too, we are all forced to be more interesting. Everyone involved in the Croydon research found, if they did not know already, that what is suitable for the least-able is suitable for everyone, as use your arithmetic text books for practical experiments.

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How long is a minute?

by Derek McConnell

"It's not long enough," protested Michael struggling to thread beads onto a lace before the sand in the timer ran through. "I'm puffed out," said a breathless Stacey after counting how many jumps she could make in a minute. Kevin, on the other hand, was incredulous. "I didn't think it took all them wheels to turn just two hands round," he said as he watched the pieces being dismantled from an alarm clock.

These are just a few remarks overheard this term at Stanton School, Suffolk, which show the children's real feel for time. Stanton is a group 4 rural school, with 140 five to nine-years-olds grouped in six classes, staving five full-time and three part-time staff.

It had been the local rector's comment at the autumn governors' meeting that had sown the seed. The staff representative was asked by him to report back on maths at the next meeting, and wondered where to begin. Obviously a concise account of the whole field would be virtually impossible and so it was decided to concentrate on one concept and show its development through the school. From this request grew a project on time which ultimately involved the whole community: parents, teachers, governors, advisers, local people and, most importantly, the children themselves.

Why was time chosen? Certainly it is the most abstract and difficult concept to deal with, and the one most likely to be neglected because of this. However, time would readily accommodate our across-the-curriculum approach. Our aim was that the children be helped to acquire a "feeling for time" in its broadest sense. This is so necessary before any reference to clocks, calendars or the formal measurement of time has any meaning.

An early decision to involve parents was made. This resulted from enquiries from several as to how they could best help with maths. It was decided to talk to parents and display maths work about time for them and the governors. Previous such meetings had, however, been poorly attended and in an attempt to overcome this, a conscious decision to involve children showing their activities was taken.

Initially, a brief timetable was drawn up outlining the dates and times of the meetings. During the Christmas holiday the maths coordinator organized resources: ordered library books; timetables; lists of stories and equipment. Several members of staff had decided to make time their topic, and prepared flow charts for use in their classes. The school's stages of time work were reviewed and notes prepared under the headings of topic experiences, language, materials and references. Discussion at the first staff meeting in January centred upon these and everyone made further plans during the next week.

Over the subsequent weeks ideas flowed thick and fast. The infant classes concentrated on day and night and the weather. Their entrance hall was filled with a huge summer and winter frieze and clouds and raindrops hung from ceilings. A magnificent Jack Frost picture was made from drinking straws and pulses and then sprayed silver, evoking a feeling of cold. Classrooms were full of day and night friezes and stories written by the children. They compared slow- and fast-moving animals and vehicles, and made charts of weather, days of the week, birthdays and ages. Songs and rhymes were learned and pictures and stories sequenced, with some children using the computer for this. Simple timing devices such as clockwork toys and spinners were used, and groups of children worked with the auxiliary investigating what could be done in a specified time and recording the pictorially.

Increasing awareness of the language of time was apparent throughout the school. Charts comparing weekday and weekend routines provided one class with its starting point. Another group investigated how long a note of music could be sustained on various instruments and set up an incubator to batch eggs. These children researched the history of clocks, took clocks apart, and made patterns of cogs. They went back in time and produced a superb class drama depicting evolution to the music of *Carnival of the Animals*. The Church's year was explained by the rector and all church calendars were made.

continued

Full power to the Poly

A significant move towards self-validation. Ramesh Kapadia outlines the course

In line with its policy of partnership in validation, the Council for National Academic Awards (CNAA) granted the MSc in Mathematical Education at the Polytechnic of the South Bank unlimited approval in 1980. At the first progress review visit which was completed recently the CNAA went further and agreed to delegate full power to the polytechnic to amend the course, subject to general guidelines. This is believed to be the first course to be approved along such lines, certainly at the postgraduate level by the Mathematics, Statistics and Operational Research Board. It represents a significant move towards self-validation, as is done in universities.

The course, run by the Department of Mathematical Sciences and Computing since 1977, is aimed at mathematics teachers in secondary schools and colleges. It is run over two years on a part-time basis (an afternoon plus two evenings each week). This ensures that firm contact is maintained with the classroom. At present there are 30 teachers studying on the course, forming a cohesive, interactive group. The teachers particularly welcome the opportunity to explore issues and study ideas in depth with colleagues. It is also possible to discuss day-to-day matters in a more relaxed and sympathetic atmosphere.

The newly-approved course consists of five major components, devised before the Cockcroft report, yet embodying many of the principles set out there. Each of the components integrate mathematical ideas with education, concrete examples illustrate the theoretical background.

In the subject Mathematics: Nature, Philosophy and History, significant themes are studied to provide teachers with a broad perspective and overview: the nature of invariance and its role in the changing perceptions of geometry; the rather elusive nature of chance; the main philosophies of mathematics from doubts about Platonism via the downfall of formalism to the uneasy status of intuitionism or fallibility.

These ideas may seem far removed from the bottom fourth year set, yet Lakatos writes about "conjectures and refutations", which is closely linked to problem-solving and investigational work. Certainly, teachers have appreciated the deeper insight into mathematics given by this subject. The historical approach provides teachers with material to enliven their own classroom presentation.

Problem-solving is the subject which has changed teachers' perception of their role in the classroom by focusing directly on children's learning. The assessment requires teachers to teach a topic in a problem-solving way, keeping a diary and analysing children's development. Some highly original work has been done in this area, exemplifying the ideas expounded in the Cockcroft report (paragraph 243); it is hoped to publish a book soon.

Closely integrated with problem-solving is the subject curriculum and pedagogy. There has been much change in mathematics syllabuses over the past 20 years, including a backlash which led to the Government inquiry (which largely dispelled the fears expressed by traditionalists). Major aspects of school mathematics are considered: the role of language, interdisciplinarity, assessment, teaching approaches, current school texts. Again the assessment focuses on the classroom, requiring teachers to critically evaluate their own teaching.

Mathematical modelling is a modern approach to applied mathematics, embodying pioneering work done at the Polytechnic of the South Bank. The emphasis is on the formulation and solution of real-life problems, with careful attention paid to underlying assumptions. Teachers have developed a variety of original models, suitable for classroom use; a number of those will be published in the summer.

The final subject is the newly-devised computers in mathematics education, replacing a previously optional and more general subject. Most secondary schools now have several microcomputers available but their potential has yet to be realised. Adequate software needs to be developed and carefully evaluated to ensure its educational value. At a more fundamental level, if one believes Papert, the computer will significantly change the nature of learning. Certainly early indications are that a microcomputer in the (mathematics) classroom can, simply by its presence with suitable software, change the type of interaction between the teacher and his/her class. At another level, the programming language, LOGO may affect the geometry children are taught.

The major piece of assessment for the course, completed after examinations and courseworks, is a dissertation which enables a teacher to undertake a sustained piece of research, often related to the classroom. Some of these dissertations have been published either as research reports or as materials for classroom use.

Last year one teacher set up a Youth Training Scheme scheme and endeavoured to teach trainees PROLOG as a first programming language. The rich data structures which the language allows provided a good opportunity for a variety of applications. Two students input data from a car manual to enable their program to answer queries about the possible fault given a certain symptom: a bonus was that, unlike the car manual, it was possible to consider two or more systems, like the electrical and engine systems, simultaneously. Another student developed a program to answer queries relating to choosing a ski resort at a travel agent. For their common project the students have embarked on developing a program to match suitable boys and girls. Current dissertations include: infinitesimals as a possible approach to sixth form calculus; a subjective approach to probability; the role of mathematics in geography.

There is a lively research group in mathematical education at the Polytechnic. A BP research project on the role of microcomputers in teaching mathematics has just been completed; the results obtained have shown that students develop a deeper understanding of the fundamental ideas like the relationship between differentials and integrals and they perceive for themselves why areas under a graph are assumed to be negative. A current project is investigating the role of APL in teaching mathematics. On the curriculum side there is research on the development of children's notions of chance and also on the role of modelling; this will be developed further by part-time secondment into schools.

The course is lively and evolving its own distinctive focus in the area of mathematical education. Regular seminars are held when eminent researchers are invited to present their findings. Since it started, over 30 teachers have been awarded an MSc, two with distinction. It is the only such course in the public sector and, as such, is playing its role in improving mathematical education in the London area.

Ramesh Kapadia is senior lecturer in mathematical education at the Polytechnic of the South Bank.

How long is a minute? continued

Another class visiting Thetford Museum saw a Georgian clock and speculation about whether there could be ghosts inside led to a wealth of creative writing and work with pendulums and tick-timers.

Blue class used the local village, visiting one of the oldest houses, seeing an old clocking-in clock and marvelling at the shape of the bedroom floor. They hunted for signs of time, noting opening and closing times of shops, bus timetables and dates on buildings. Stationed outside the shops in small groups with helpful mums, children made tallies of the number of customers going in within half an hour. This investigation led to block graphs to find out which was busiest, descriptive and letter writing, collage and painting of shop fronts and the charting of prices and items sold. So enthusiastic were they that this was later repeated with useful estimations beforehand and comparisons afterwards.

Throughout the project staff discussion continued and new ideas were generated. The whole school worked together on a calendar frieze for the hall and the four older classes made a composite picture called "Time Past, Present and Future" with such sections as Early Man, Ancient Greece and a Future Space Mine. Work was shared occasionally by the children communicating their ideas at assemblies, which reflected a delightful variety of approaches across the curriculum.

It was the desire to re-capture these assemblies that led quite naturally to the form of presentation to parents. Work was on display in every classroom and mathematical work on time had been collected, ordered into stages, and displayed around the spare classroom. The hall was crowded, and after a brief outline of time stages by the maths coordinator the children entertained. The younger ones showed day and night work, a drama "Where did the Sun go at Night?" and timing activities. Children in Green class made a chart of their arrival times at school, ending with Nicola rushing in five past nine saying "Mr McConnell I'm sorry, I'm late *again*." As this happens every day it brought the house down. For a finale all the children joined in to sing "Monday, Tuesday, Wednesday, Thursday."

The presentation to the parents illustrated the children's greater general awareness of time. The whole school had developed a unified spirit through sharing the project and this extended into the community. By involving parents they were made aware of our aims and the purpose of our activities. The partnership between children, parents, school staff and governors and the l.e.a. had been strengthened.

So, ultimately, we come back to our starting point of the governors' meeting. Here a fuller account of the school's approach to maths was given. Our aim of making children see maths as interesting, enjoyable and relevant to them was stressed. The project showed that maths schemes are only one aspect of work undertaken and should fit in with and not dictate the school's approach. It is indeed a sobering thought that were we to pursue each concept in maths in the same depth it would be five years before we would return to time.

Derek McConnell is headmaster of Stanton School, Suffolk.

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Problem solving – doing what comes naturally

by David Kent

Our view of teaching affects whether or not we believe problem solving skills can be taught. In the model where teachers are seen as purveyors of knowledge then problem solving hardly fits. My own mathematics education, both at school and beyond, was governed by a system reasonably summed up as: here is a problem; here is how to do it; here are some more like it.

This sort of process is a long way removed from what Seymour Papert described as the Natural Way (*TES* November 4). Papert and others, argue that the Natural Way is the way babies learn to speak their mother tongue. This they acquire by being in a cultural setting, surrounded by other children, prompted by adults and sharing experiences within a process far more complex than one of having instruction and following a syllabus.

If we accept that teaching means creating a setting and environment where children can learn, then problem solving skills can be taught. But we must be aware that such skills will be acquired in a way that is perhaps more akin to how we learned to speak than how we gained our qualifications.

To mathematicians, problem solving has two related meanings. On the one hand, it is about the application of mathematics; on the other, it is about the heuristic approach that Polya wrote about in *How to Solve it* and elsewhere. It is on this latter idea that I shall concentrate, although the thinking skills developed are transferable to the other situation.

In this heuristic, Polya mentioned many elements. I shall concentrate here on two, which are crucial because they can help children to get involved and involvement is so vitally important. These two elements are:

Have you seen it before?

Imagine a more accessible, related problem.

As a profession we need to find problems whose solutions are accessible to various ranges of children. A few are offered here, focusing attention on the above two elements.

SWAP!. Have you seen it before?

Swap is a game. Written on 9 cards are the words

WON	AN	NIP
SO	SWAP	IS
TOP	AT	WIT

It is played between two players, X and Y:

X selects a card
then Y selects one
then X selects a second card
so does Y
X now selects a third card

If all three of X's cards share a common letter then X wins, otherwise Y returns a cards and Y selects a (third card).

We continue until one player wins by having three cards with a common letter.

Naturally there is an aspect of enjoyment intrinsic in the game. But thinking skills are about developing an organized, strategic approach to it. (Before continuing, it is now perhaps best to play).

Initially, many children fall into the trap of failing to reflect on the cards selected by their opponent. The game can take on an additional degree of difficulty if opponents are not allowed to see each others cards. However difficult we make the game, the strategy of making sure that if you cannot win then you do not lose, must remain paramount. Working with 8 to 9-year-olds, it was possible only to reflect on the learning of this strategy taking place through comments like: "If you don't take that one she can beat you next time".

Similar reflection came observing Linda, in the same lesson, shuffling the cards around on her table. Starting with them laid at random, she set them in a row and then a square. Still she shuffled them, keeping the square array. Suddenly whether by judgment, luck or whatever, she hit on the array

WON	AN	NIP
SO	SWAP	IS
TOP	AT	WIT

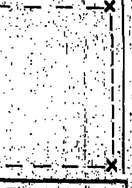
and cried out ecstatically "*It is* like noughts-and crosses", stressing the *is*. Polya says we should ask ourself the question: "Have I seen a problem such as this before?"

When Linda commented: "The game reminded me of noughts and crosses" and followed with "So I put them in a square", she was only reminding us of how natural Polya's suggestion is.

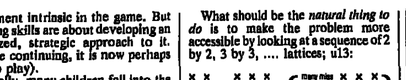
Flip-over: Imagine a more accessible, related problem

There are a number of well known, investigative type problems which can highlight a common methodology defined as "*making the problem more accessible*"

One of these is finding the *number of squares on an n by n* lattice.



What should be the *natural thing to do* is to make the problem more accessible by looking at a sequence of 2 by 2, 3 by 3, ... lattices; u13:

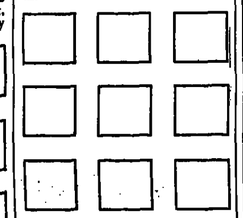


If we wish, we can make the problem *even more accessible* by ignoring squares on a lattice and looking at the number of line segments on a row of dots

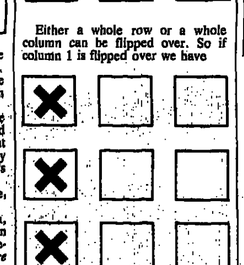
x x x x

Making a problem more accessible is again a natural thing to do, but even so it is one that needs to be stressed and rehearsed for its naturalness to shine through. It is very gratifying to see it work, as it did in another card game.

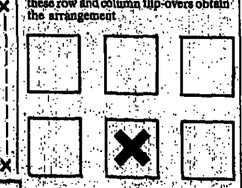
In *Flip-over*, 9 cards are marked as ☐ on one side and ☒ on the other. They are laid face down as:



Either a whole row or a whole column can be flipped over. So if column 1 is flipped over we have



Can we, using a combination of these row and column flip-overs obtain the arrangement



If you think we can, do so. If you think we cannot – prove it. (Again, before continuing, try the problem).

The solution is that it *cannot* be *done*. One proof of this is very analytical and rooted in the solution of a set of linear equations in arithmetic modulo 2.

If a card starts as ☐ and finishes as this then it has been flipped an *even number* of times, or 0 most times. If we have flipped row 1 i.e. rules and column 1, n times then the card in the top left corner has been flipped n + n + n times, i.e. 3n times.

Highly successful Saturday morning maths sessions are held in various Suffolk schools

r1 + c1 = 0 mod 2
likewise r1 + c2 = 0 mod 2
etc, except
r2 + c2 = 1 mod 2

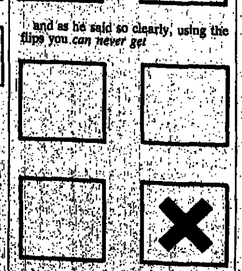
This gives a contradiction, which is not allowed.

Analytical proofs are very sound. However they do not have the poetic appeal of the one given by 14-year-old Robert. The *more accessible* principle worked well for him.

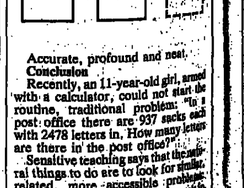
"You keep telling us *to make the problem simpler*," he said, "so I got rid of the third row and the third column".

That left him with the starting point of

and as he said so clearly, using the flips you *can never get*



because you must turn over either 0, 2 or 4 cards. So Robert's argument establishes the fact that whatever we do with the 3rd row and column, we cannot have:



Accurate, profound and neat.

Conclusion

Recently, an 11-year-old girl, armed with a calculator, could not start the routine, traditional problem: "In a post office there are 937 sacks each with 2478 letters in. How many letters are there in the post office?".

Sensitive teaching says that the natural things to do are to look for similar, related, more accessible problems. "You have 3 bags each with 2 sweets in them. How many sweets do you have?" might be one such problem. Indeed, it was just that type of problem which led the girl to see that it was a multiplication sum.

What we should be aiming for is an 11-year-old whose thinking skills are so developed that the natural thing to do are what he or she does ultimately *without the prompts* of the teacher.

Over the years we have come some way in mathematics teaching. I am now convinced that we must continue to move forward towards a curriculum environment and setting based around investigative and problem solving activities, allowing children to find their own levels and develop their awareness of what are the natural things to do.

David Kent is mathematics adviser, West Area, Suffolk.

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Book reviews

Onus on the teacher

Racing To Maths Level 2 (ages 7–12). By A E Tansley and B J Smith. Books A to D £1.25 each. Books E and F £1.95 each. Answer books will be available. Hulton

The major turning point in the development of mathematics texts for use with junior school children occurred in the early 1970s with the publication of *Mathematics for Schools*, widely known as "Fletcher Maths". That series provided a bench mark against which the quality of all following publications would be measured. The ensuing dozen years has seen the publication of SMP 7–13, Nuffield Maths, Peak Maths, Scottish Primary Maths, Hey Mathematics, and more recently Ginn Mathematics and Arnold Junior Maths. In addition Alpha and Beta have been revamped, and some other minor schemes have been reprinted. Competition for scarce primary school resources for mathematics teaching is therefore intense and the willingness and ability of the publishers to promote their own product has become crucial.

Racing to Maths (Level 2) is co-authored by A E Tansley, already well known for the *Racing to Read* material, published some years ago, and both authors have long experience of the age range. It is a follow up to their *Racing to Maths* Level 1, published in 1982 and designed to be a "flexible" scheme, capable of being geared to all levels of ability, for class teaching, group work or for individuals. However, the lack of a teacher's resource book is a major deficiency, given that new teachers are being appointed all the time, who, despite training courses, have little idea about *how* to teach mathematics in general, or use a particular scheme properly.

A particular example with this scheme is evident in its avoidance of any specific mention of such structured apparatus as Dienes, Unifix or Stern, all of which are still highly relevant to junior work in number. Pictures of "blocks" are no substitute for direct reference to hard material, and less able children would find difficulty with some of the pages.

The books have been well bound and clearly printed, in A4 size – which can be a little large for lower junior desks. They are printed in two colours, with reasonably good spacing, at least in the early books. Diagrams are clearly drawn, but are relatively few in number and there are no "fun" illustrations to enliven the pages. In general the interior artwork is rather bland and featureless but the covers are attractive.

A flow chart is provided to give teachers an overview of the content of the scheme, and the table of contents (and each page) contains a clear heading defining the substance of the work to be done. However, topics have not been grouped in any way and clearly the emphasis is on sequence of, rather than interrelationships between, the various concepts. There is a fair amount of practical work in evidence, particularly in the "measurement" sections, but the major emphasis is on the consolidation and practice of skills. Little is demanded in the way of special apparatus, although in the later books a calculator is required.

The scope and sequence would seem to be very sound and indeed the blurb states that the scheme encourages "steady assimilation of concepts". There is a large element of "mini-testing" but no reference back to specific pages and activities for those who "fail" the tests. The test pages are therefore merely revision pages and could not be used as a basis for record keeping.

The language content would also seem to be sound, only to be expected from an expert in reading skills, but it is interesting to note that it is only written language which is encouraged. Very little encouragement is given to discuss the work being done or even work cooperatively with other children and the onus is very much on the teacher to ensure that children talk about the mathematics they are learning. Attempts have been made to motivate the children by providing timed exercises, but there is little in the way of "chatty" asides such as "can you do these?" or "that was very interesting, wasn't it?". However, the later books do contain a number of investigations, puzzles and tricks which will be stimulating and relatively open ended.

Within its limitations the scheme is quite sound but compared with its competitors it can in no way be regarded as a complete, integrated scheme for juniors. For sheer mathematical cohesion Fletcher is still unbeaten; for flexibility, SMP is essential; for prettiness, Peak; for volume of material, Scottish Primary Maths. Having said that *Racing to Maths* will fit well into schools which "do their own thing" and which rapidly work outwards from a tightly organized core of skills, making use of the large variety of available supplementary, enrichment and extension material.

Paul Harling

Real systems

Case Studies in Mathematical Modelling. Edited by D J G James and J J McDonald. Stanley Thornes £4.95. 0 85950 304 6.

Modelling is very much an in-thing among mathematicians, and there is growing evidence to show that, properly applied, the technique is a useful teaching aid. This volume of case studies has an outstandingly helpful introductory chapter which considers definitions of modelling, the process of model building, and the ways in which applications demonstrate the merits and benefits of the approach.

The book derives from a "workshop" organized jointly by the mathematics departments of Coventry (Lanchester) Polytechnic and Paisley College of Technology, at which interested mathematics teachers and advisers from Department and Senior Level courses, it has been found that good course material for teaching modelling skills is not available whereas expertise in problem formulation and computation was a desideratum. There was, therefore, in the workshop an emphasis on understanding real systems, establishing problems and analysing and interpreting results.

The case studies thus involved vary in their mathematical requirements but have some common structure. A distinguished set of contributors deal with such themes as crop yield and plant growth, parking a car, the flow in the Humber tunnel, the true cost of a mortgage, searching for gas leaks, newspaper vending, and the air gap coiling of steel strip.

The catholicity of the contents is itself indicative of the applicability of modelling. At the same time, the whole work is illuminating on the potential for improving the quality of education in applied mathematics. And the possibilities exist at school level as well as in undergraduate and postgraduate work. This excellent book deserves a wide circulation, and interest in modelling may be yet further stimulated as a result.

T W Kellaway

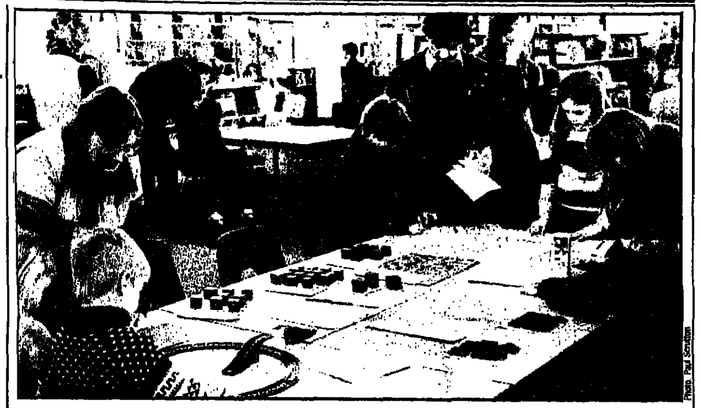

Photo: Paul Johnson

Hybrid method

Making Subtraction Easy. By H A Thompson. Available from 14, Silverdale Road, Earley, Reading, Berkshire RG6 2LS. £1 including postage.

Virtually every teacher's manual in primary mathematics suggests that there are *three* methods of subtraction: counting on, decomposition and equal addition. Each method has its advocates and its attackers who seem to bicker continually about which one of the methods is the most suitable. Many staffrooms are divided by this issue. Obviously all three have a place in the teaching of basic arithmetical skills and the choice is really dependent upon the purpose of the subtraction, the type and scale of the numbers involved, the type of structural apparatus available, and the learning style of the child.

However, each of these methods, once taught, tend to click an individualistic process from each child, who finds his own way to achieve the "correct" answer. Indeed, the Fletcher Maths series (for example) actively encourages children to search for personal variations and the more up to date schemes are following suit.

H A Thompson, in this small booklet, *Making Subtraction Easy*, has set out a particular process for subtraction which he calls "Constant Differences", which *could* make it easier for a child to achieve the correct answer to a calculation requiring subtraction. The process is in fact quite simple, yet powerful, and is a hybrid of counting on and equal addition, although really a distinct method in its own right. The disadvantage of it is that it cannot easily be related to structured apparatus. However, since the use of structured apparatus tends to diminish rapidly (too rapidly?) in the junior phase the method would probably prove very useful.

This is not the place to expose the method to you, but I would suggest that you take a look at this booklet. If you discount its rather brusque tone you may well find positive help for your teaching of this aspect of arithmetic.

P H

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EXTRA

The concept of mastery

Robert McBride describes the SSCC Scheme of assessment

SSCC 1 is a DES-funded study looking nt the feasibility of setting up graduated assessment in maths for the lowest attaining 40 per cent of pupils in secondary schools.

I have just returned from a school in Suffolk where more than 50 pupils have received Stage One certicates presented by Howard King of COSSEC and Peter Reynolds, county maths adviser for Suffolk. Here were the lower achievers proudly queuing up to receive recognition while the rest of the fourth year applauded. There was no hint of cynicism by either pupils receiving the certificates or their peers though it must have been clear to all that this was not an O level or a CSE. Whether this attitude persists remains to be seen, but so far so good.

Assessment is something of a dirty word. Most examinations require written response, cover broad syllabuses, accept low pass marks and have their roots in courses designed for high attaining pupils. They encourage rote memorization by children and drill and practice as teaching methods. Indeed, the previous sentence mirrors the staple diet in maths classrooms and it seems that this is so because of the pervading influence of assessment.

The assessment being used by SSCC is breaking this mould. It attempts to stimulate good teaching as described by the Cockcroft Report.

The Cockcroft Foundation List provides a list of topics which should form the greater part of courses for low achievers. It is not a long list when compared with many CSE syllabuses but the idea is that pupils should understand rather than have a poor grasp of a wider syllabus. Some existing CSE examinations can be passed with only 30 per cent of the marks. SSCC working with the Foundation List is assessing pupils on what they know rather than on what they do not know. It is striving for mastery with pass marks of 70 per cent.

The concept of mastery knocks against the existing system of norm-referenced examinations which produces a rank order of pupils judged against an imaginary norm. The top 60 per cent or so of this rank order are allowed to pass public examinations while the bottom 40 per cent cannot, no matter what they know.

Criteria-referenced assessment can be compared to the MOT test for cars. They pass if they reach the standard and conceivably 100 per cent could pass. SSCC is using criteria-referenced assessment so that pupils can pass irrespective of the performance of other candidates.

Paragraph 243 of Cockcroft recommended that maths teaching at all levels should include opportunities for "discussion ... practical work ... problem solving ... investigational work" and each of these elements will be found in the SSCC scheme. There will be an oral test in the fifth year while project work with problem solving and practical assessment are already taking place.

Practical tasks fall into two groups – single skill tests where pupils have to, say, measure distances in suitable units given an assortment of tape measures and rulers; and composite items where a single skill is used in context and a result is used to apply a different skill.

It is intended that some pupils may be tested in a classroom while others are working normally. The single skill items have not caused many problems. The composite tests have proved more difficult in that teachers feel the need to talk to pupils, one to one, in order to mark their answers adequately. Problems soon arise if classes are large or if there are a number of disruptive pupils. Some maths departments have special needs teachers in lessons in-

stead of having pupils withdrawn to separate areas. This arrangement usually provides the flexibility composite testing demands, though some departments manage well without this provision.

SSCC is heavily indebted to the School Maths Project. SMP has been developing and testing its new 11–16 scheme since 1977.

The G-Course is the part of the scheme for low attainers in the third, fourth and fifth secondary years and is linked to graduated assessment. The assessment comprises written tests (recaps), mental tests, project work, practical and oral tests. Success in the recaps and mental tests allows pupils to rise through three stages of achievement for which intermediate certificates are awarded. A final certificate summarises which stage pupils have passed and details the project, practical and oral work they have done.

About 40 schools have been testing the SMP material and assessment and SSCC workers visit them all. The aim, however, is not to improve and then recommend a single system of assessment. The SSCC brief is to see whether it is feasible for an L.e.a. or examination board to introduce graduated assessment and if it is, how it could be done, what level of supporting INSET would be needed and what features the tests would have.

The SMP schools are called Pilot Schools. Trial schools are not using the SMP teaching materials but are two groups introducing graduated assessment as might be done in future. There are 10 schools in Suffolk and five in Rotherham each with different levels of enthusiasm, resources, staffing and facilities.

Present fourth-year pupils in the pilot schools will be the first to complete the course, trial schools are working a year behind. This is a "practice" year for the trial schools who have used recaps, some ideas for teaching practical skill and have received a course outline of the SMP course. This last item raises the issue of the relationship between assessment and teaching.

The problem is to construct a system of assessment which encourages good teaching practice yet still allows teachers to express their individuality, their ideas and to include work that is relevant to their pupils. At the outset it seems that trial schools are going to alter their courses to cater for the existing SMP assessment.

In itself this calls for a good deal of adjustment by teachers at a time when morale is low and resources are tight. It is anticipated that in future years schools will write their own assessment possibly using "model" tests. Questions could be made more relevant for pupils with say, a question on local train time-tables or a practical task which reflects a feature of regional life.

Mathematics for low attainers is amongst the most barren of educational areas. Some claim that it is best improved by direct in-service training of teachers. It is clear that this has a role to play. It is equally clear that assessment will remain a component of our education system and a formative factor in the classroom. It is essential therefore that it reflects and encourages good teaching practice and motivates pupils. The danger is that poor assessment will prevent Cockcroft – inspired curriculum development being sustained.

Footnote 1: The SSCC study has four partners – SMP, Suffolk County Council; The Cambridge, Oxford and Southern Schools Examination Council; Chelsea College, London.

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Tables and Squares

by David Weddell

Doesn't it seem silly to call circle areas square? It's square millimetres, squares centimetres, square metres, when there isn't a square in sight.

If you ask "Why?" everybody says: "It's the formula, pie are squared". Next time you get this answer, be brave and repeat "Why?"

You will almost certainly get the reply: "Because that is how it's done". To which you say: "Show me".

Not many of your bright mathematicians can do just that, simply because they were told at school to use the formula. "Pie are squared" is the easy explanation, but it doesn't really explain anything.

A square is made up of straight lines. A circle is curved. See what I mean? Squares do not fit curves.

How many times did you begin a session of maths with enthusiasm, only to be lost halfway through the lesson? The more confused you got, the faster the teacher seemed to get. At the end of the lesson you just looked at your book in blank frustration, helpless in your ignorance, perhaps angry.

It really was a matter of language. Mathematics has a language of its own just like medicine, law, physics or foreigners. If you do not know the language you are out on your own, unless you use your own language.

To get the area of a square, all you do is pick a smaller square and see how many times it fits into the big one. Anybody can cut a piece of paper one centimetre square, then see how many times it fits into a big piece of paper. The number of times it does so is the area of the big paper in square centimetres.

Then how do you measure the area of the circle? Squares won't fit along the curves.

Now you know the whole truth. Nobody has ever managed to do the impossible – exactly measure a circle with squares.

For at least 4,000 years we have all been guessing, trying to get as near as possible to an answer. Even a square one millionth of a millimetre will not fit the curve exactly.

But the nearest answer is easy to get. To prove to yourself how easy it really is, take a piece of paper, a 10p piece, ruler and a pencil.

Put the 10p piece on the paper, on the left, and draw a line around the rim. Move the 10p piece to the right, clear of the circle. Mark a dot on the edge of the circle at nine o'clock, another at three o'clock.

Now draw a new circle around the coin, this time making only a faint line because this second circle is to be used only as a guide to make the square.

Remove the coin. Using the ruler or straight edge, draw a line across the top of the circle, just touching the edge at 12 o'clock. Draw another line across the bottom of the circle, just touching the edge at six o'clock. Then draw in the upright lines, one touching the edge at three o'clock and the other at nine o'clock. Draw over the four sides of the square to give it a firm outline.

Finish off the two drawings with a line across the centre of each, across the middle, between nine o'clock and three o'clock.

In front of you are two drawings, one a square, the other a circle, each with a line across the middle. What is different about them? The shape. What is the same about them? The line across the middle.

Because the line across the middle is the same length in each, you can now use that middle line to measure both.

With only two simple drawings like these, it is quite easy to reason out the result you want.

The space inside is the problem. If the middle line is the same in each, the answer must depend on the outside line. The outside line of the square is longer than that of the circle.

In the square, the middle line fits four times into the outside line. Measure the outside line of the circle with the middle line and you find that it fits three and one-seventh times.

So, for every four small squares that fit into the square, only three and one-seventh fit into the circle.

This applies to all circles whatever the size. All you really do is make a square of the middle line then take a little bit away from that square.

Of course there is an easy way to do this. Look at the numbers again: 4, 3⅐.

Change them into sevenths. Four becomes 28/7, 3 ⅐ becomes 22/7. With 22 sevenths in the circle and 28 sevenths in the square, the circle is 22/28 ths of the square.

Take a circle where the middle line is 10cm long. Its square is 10 x 10, which is 100 square centimetres, so the area of the circle is 22/28 ths of 100, which works out at 78.5 square centimetres.

Easiest of all, with 100 in the square and 78.5 in the circle, this means that the circle area is 78.5 per cent of the square area.

It is only a matter of a few seconds with a calculator to square the middle line and take away 21.5 per cent of the result, then you have the area for any and every circle that was ever thought of.

Now you can make your own tables of areas for as many circles as you like. No need to try to prove the results. Logically it is impossible to do so. After all, you can't fit a square peg exactly into a round hole. Even the Ancient Greeks knew that.

Calculator steps:
1. Enter length of line. 2. Press x. 3. Enter length of line. 4. Press =. 5. Enter 21.5. 6. Press %. 7. Press −.

ANSWER.

Remember include only the first figure after the decimal point.

To find the area of a circle, square the middle line and take 21.5 per cent away from the total.

EXTRA

Teaching styles – a response to Cockcroft 243

George Knights reports on a group study by members of the Association of Teachers of Mathematics

Of all the content of the Cockcroft report *Mathematics Counts*[1], one of the best known sections has become paragraph 243. This states that "Mathematics teaching at all levels should include opportunities for:
- exposition by the teacher
- discussion between the teacher and pupils and between pupils themselves
- appropriate practical work
- consolidation and practice of fundamental skills and routines
- problem solving including the application of mathematics to everyday situations
- investigational work."

There is a danger, however, that as a consequence of this familiarity the significance of the paragraph may be lost, as teachers seek reassurance by deciding that each style of teaching included actually takes place at sometime in their classroom.

Concerned that this may be the case, a group of members of the Association of Teachers of Mathematics decided to consider the paragraph in detail, and to attempt to make it more accessible to teachers as a means of understanding better the nature of activity in their mathematics classrooms.

The outcome of this consideration was a fascinating journey of exploration for each member of the group, which has been described in detail elsewhere[2]. It is only possible here to give a broad outline of the issues raised in the hope that others will be tempted to make a similar journey.

It quickly emerged that to understand the full implications of paragraph 243 it was necessary first to look at specific teaching topics from the point of view of those elements identified in paragraph 241 of the report, namely facts, skills, conceptual structures, general strategies and appreciation, in order to ascertain how best to teach aspects of a topic.

This immediately raised further questions: What is a fact, or skill, or conceptual structure, or strategy? Does answering such a question depend upon the stage a child has reached in the learning process? What conceptual structures are required by the learner before they can effectively learn a specific fact or develop competence in the use of specific skills?

Attempting to answer these questions for specific topics (the group worked on percentages and on an introduction to differentiation) led the group to consider the possible differences between "learned facts" and "memory facts", and between skills and routines (these identified as collections of skills), before tackling conceptual structures. Cockcroft suggests that the latter "are richly inter-connected bodies of knowledge, including the routines required for the exercise of skills".

The building of these "richly interconnected bodies of knowledge" seemed to offer the key, for the group felt that far too often teaching tends to concentrate on the development of skills, leaving pupils to make their own connections.

To aid its study of this issue the group developed a model of "blobs" and "links". A blob was used to stand for one fact, or a routine, this being a consequence of sub-routines, and each blob there exist other networks. A blob will need links from other blobs or it will disappear. The links that exist in the more stable will be the

When we teach we usually concentrate on the blobs and hope that the pupils will make their own links. This is a situation where there is little understanding and things quickly are forgotten. Instead, the learning should be about adding to existing structures by strong links. By so doing points where links will be a blobs will coalesce, this equivalent to a "concept- ing place."

Links have become so that a piece of mathematics more secure. If we a suitable model, then will need to concentrate new links and strengthen old ones, and it will be easier for the teacher to be aware of the fact that each person's conceptual structures are different, and that conceptual structures are dynamic and not static.

The dynamic nature of conceptual structures led the group to consider identifying mental activity with each of the essential features of paragraph 241. It became helpful to place verbs alongside the nouns, together with a scale to measure change, so that the following emerged:

Fact – knowing – from sketchy to complete
Skill – developing – from inept to proficient
Conceptual structure – understanding – from confused to clear
Process – developing – from rough to polished.

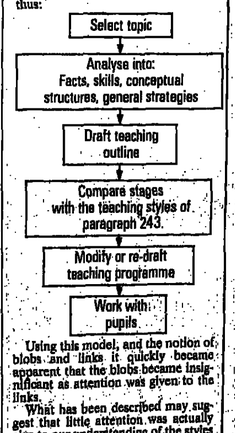
The group considered general strategies to be about choosing the relevant facts, skills and conceptual structures needed to perform a particular task, coupled with the need to order them. In addition generalization, explanation, proof, classification, representation and interpretation formed part of the overall notion of ways of developing and applying strategies.

Cockroft identified from research that attitudes to mathematics generally were poor, and many adults interviewed had seen mathematics as a set of tricks, as something to do by "proper" methods. If they had forgotten something they had learned at school, that was it. They lacked the confidence to try to solve the problem somehow, believing it was not possible for them to solve it. As a result they were not even prepared to have a go.

This, the group felt, seems to be saying that their mathematics is a set of blobs with very few links, with no stable structure as a result. Once links become weak they lack the strategies to rebuild them. One possible way forward would be to give much greater attention to problem-solving strategies in the mathematics classroom.

So far, a soupposed study of paragraph 243 had in fact become a lengthy analysis of the implications of paragraph 241. However, the breaking down of a topic into the 241 elements provided scope for drafting a teaching outline which could then be compared with the teaching styles of paragraph 243. For the first time the group became aware of the different impacts that each of these styles could have.

What emerged as a consequence of this analysis was a model for the preparation of material for children, thus:



Using this model, and the notion of blobs and links it quickly became apparent that the blobs became insignificant as attention was given to the links.

What has been described may suggest that little attention was actually give to our understanding of the styles of teaching, but this would be far from the truth. In fact it was essential to the process described above for the group to have a joint working understanding of the nature of the styles and their applications.

The nature of the group's understanding is fully documented (2), but in outline the thoughts about each ran along these lines:

Exposition: has a place, for instance, [illegible] long has been used when other styles would have been more efficient;

Discussion: far too little time seems to be devoted to this in mathematics classrooms. Verbalizing may actually help the learning process, providing an opportunity for pupils to "own" their knowledge, and it will help the thinking process. The extent to which discussion is used depends upon the status that each teacher assigns to the activity;

Practical work: this proved most difficult. Essentially it was felt that practical work related to a situation whereby materials were always available and pupils felt free to use them, together with the freedom to create the necessary environment for progressing;

Practice: too often repetitive exercises appear out of context, and the group totally rejected the notion that practice should *ever* be used out of context;

Problem-solving and Investigations: these the group considered together, essentially because considerable comment has been made elsewhere about the difficulty of identifying the difference between them. It was found most helpful to consider problem solving as a convergent activity and investigation as a divergent activity, though it was freely acknowledged that elements of problem solving appeared in the process of investigation and vice versa.

To write a report of the work of the group in the traditional sense seemed inadequate as a means of communicating how much stemmed from the activities generated during the group's investigation.

Instead what has emerged is an "activity book for teachers", designed in such a way that it can be used by an individual or by a group of teachers working together. It not only sets out a wide range of activities which attempt to create situations similar to those of the group, but also suggests ways of looking agains at classroom organization, at marking and assessment, and at what really happens in a classroom, in the light of other findings.

The suggestions of activities are supported by detailed comments which stem from the work of the group. It is offered to all teachers of mathematics and especially to heads of department and to those responsible for initial and in-service training, as a contribution to the fundamental need, identified by Cockcroft, for all teachers of mathematics to engage in the process of review and development of mathematics learning and teaching.

References:
(1) *Mathematics Counts* Report of the Committee of Inquiry into the teaching of Mathematics in Schools. HMSO 1982.
(2) *Teaching Styles – a response to Cockroft 243.* Association of Teachers of Mathematics Kings, Chambors, Queen Street, Derby. 1984.

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How did Pythagoras discover his theorem?

A speculation by Donald Eperson

Over a century ago, Major General Stanley, during his confrontation with the Pirates of Penzance, boasted of his wide mathematical knowledge, and claimed that he was "teeming with a lot of news about the square on the hypotenuse".

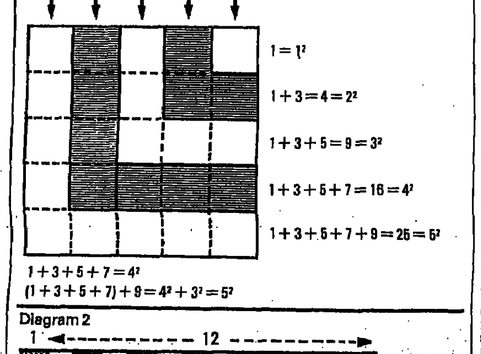
History, alas, does not record what that news was. Perhaps he had solved the mystery as to how Pythagoras had discovered the theorem that the square on the hypotenuse of any right-angled triangle was equal in area to the sum of the areas of the squares on the two other sides.

In fact, historians of Greek mathematics are doubtful whether Pythagoras should be credited with the discovery of a theoretical proof of the theorem that bears his name, although it is believed that he invented a process for generating Pythagorean triads, (3,4,5), (5,12,13), (7,24,25) and so on, that are sets of integers giving the lengths of the sides of an infinite series of right-angled triangles.

A diagram in a Chinese manuscript assigned to circa 2000 BC appears to show that at that early date it was known that a (3,4,5) triangle was right-angled as $3^2 + 4^2 = 5^2$. About 500 BC Pythagoras discovered many more sets of integers that satisfy the relation $a^2 + b^2 = c^2$, and this discovery is the genuine Pythagoras Theorem or Algorithm, viz. "choose any odd number, and square it; the resulting odd number can be expressed as the sum of two consecutive integers, which together with the original odd number form a "Pythagorean triad".

For example; choose 11, as the odd number; its square, $121 = 60 + 61$; then 11,60, 61 are the sides of a right-angled triangle. Why is this process valid?

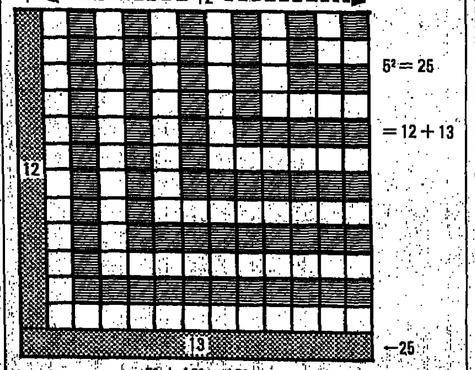
Diagram 1



$1 + 3 + 5 + 7 = 4^2$

$(1 + 3 + 5 + 7) + 9 = 4^2 + 3^2 = 5^2$

Diagram 2



My conjecture is that Pythagoras was familiar with diagram 1, which shows that $1 + 3 + 5 + 7 + 9 = 5^2$. Odd numbers beyond 1 can be represented by "gnomons", – that is L-shapes, which fit together to make squares. From this it is obvious that $1 + 3 + 5 + 7 = 4^2$, and as $9 = 3^2$, the diagram shows that $3^2 + 4^2 = 5^2$.

The next odd square number after 3^2 is 5^2, and the gnomon for $25 = 12 + 13$ fits round a 12-sided square. So diagram 2 shows that $5^2 + 12^2 = 13^2$, giving (5, 12, 13) as the second Pythagorean triad.

This can now be generalised in diagram 3: the gnomon for the odd number $2p + 1$ fits round the square of side p representing the number p^2, to make the square of side $(p+1)$, representing $(p+1)^2$.

This is equivalent to the algebraic relation $p^2 + (2p+1) = (p+1)^2$, so that if we choose $2p + 1$ to be an odd square number, we have found a Pythagorean triad: the odd square number $(2p+1)$ has to be expressed as the sum of p and $p+1$, the two other numbers in the Pythagorean triad. This leads to the endless sequence of triads, the beginning of which is shown in diagram 4.

However this algorithm does not generate all possible triads, only those whose longer sides differ by one unit in length, but a similar algorithm was discovered a century and a half later, and occurs in the writings of Plato.

My conjecture is that this was found through another interpretation of diagram 1, which also shows that $(1 + 3 + 5) + (7 + 9) = 5^2$ and as $1 + 3 + 5 = 3^2$ and $7 + 9 = 16 = 4^2$, we have $3^2 + 4^2 = 5^2$.

The square of any even number is an even number that is the sum of two consecutive odd numbers. So choose the next even square number $6^2 = 36 = 17 + 19$, the gnomons for 17 and 19 round a square of side 8 to make a square of side 10. (diagram 5) Hence $8^2 = 10^2$, but the triad (6,8,10) is merely the double of the triad (3,4,5).

If we persevere with the next even square number $8^2 = 64 = 31 + 33$, we get the gnomons for 31 and 33 fit on to the square with side 15 to make a square of side 17, and we have a new triad (8,15,17).

This process can also be generalised: choose any even number 2n, and express its square $4n^2$ as $(2n^2-1) + (2n^2+1)$, whose gnomons fit round a square of side (n^2-1) to make a square of side (n^2+1), giving the Platonic triad $(2n, n^2-1, n^2+1)$.

This was as far as the Greeks got with finding right-angled triads though if we substitute m/n for n in the Platonic formula, we get the triad $(m^2-n^2)/n^2$, $(m^2+n^2)/n^2$, which on multiplied throughout by n^2, produces the general formula $(2mn, m^2-n^2, m^2+n^2)$ which includes all the triads known to Pythagoras and Plato, and as many others probably unknown to them – for example putting $m = 5$, and $n = 2$, we obtain (20,21,29).

Approximately this is an isosceles right-angled triangle, showing that the square root of two lies between 20/29 and 29/20.

Better approximations are obtainable from other right-angled triangles whose two shorter sides differ by 1, as shown in the table below, where (m^2-n^2) is one more or one less than (m^2+n^2), (m,n) is a pair of such numbers (e.g. 3,2), the next pair in the sequence is $(2mn+n, m)$ (e.g. 12,5), – an algorithm discovered c. 1930 by Eperson.

Diagram 4

Odd square number	Pythagorean Triad
$3^2 = 9 = 4 + 5$	3,4,5
$5^2 = 25 = 12 + 13$	5,12,13
$7^2 = 49 = 24 + 25$	7,24,25
$9^2 = 81 = 40 + 41$	9,40,41
$11^2 = 121 = 60 + 61$	11,60,61
$13^2 = 169 = 84 + 85$	13,84,85

m	n	2mn	m^2-n^2	m^2+n^2	Approximations for √2
2	1	4	3	5	1.66
5	2	20	21	29	1.397
12	5	120	119	169	1.4138
29	12	696	697	985	1.413
70	29	4060	4061	5741	1.4139
169	70	23660	23661	33461	1.41419
408	169	137904	137903	195025	

Perhaps a reader would like to programme a computer to evaluate the square root of 2 correct to 100 places of decimals, using this algorithm.

Diagram 3

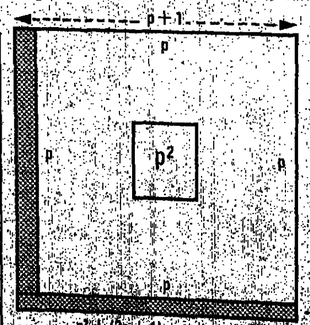
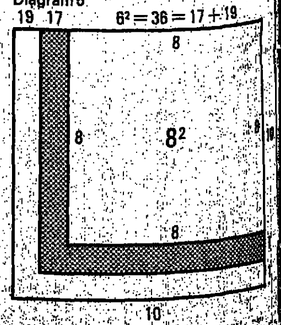


Diagram 5



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Further details are available from Dr B. Kapadia, Department of Mathematical Sciences & Computing (Ref. TES), Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel: 01-928 8989.

(304)

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continued

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Application forms, details of the post, and a brief statement about the school may be obtained from the Headteacher, Grange School, Heaton Lane, Bradford BD9 6EP (see please) to whom completed forms should be returned by 23 May 1984.
Reference CET/SSS.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, or creed unless otherwise stated. (1981)
132122

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Required for September 1984, a trained and qualified teacher of C.D.T. to join a well equipped department in this former selective school which is developing as an all ability, 11 - 18, co-educational school. Ability to introduce to Modular technology courses and possibly some particular area an advantage.
Application forms from Headmaster's secretary (01-467 3565). Completed forms should be returned together with a letter of application by 23rd May 1984. (05258)
132192

EAST SUSSEX
VARNDEAN HIGH SCHOOL
Dalyell Road, Brighton BN1 6NP
Comprehensive mixed, 12 - 16, (Roll 750)
Required from September: Temporary Teacher of Craft, Design, Technology (Scale 1). For one year to cover secondment. Able and willing to give considerable assistance with Design Course.
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132122

ESSEX
THE UPLANDS SCHOOL
Dane Heath Road, Bonfleet (Roll 1080)
Tel: Rayleigh 773545
CRAFT SPECIALIST, Scale 1
Required for September, specialist in wide range of skills, excellent subject content level.
Applications should be by letter with curriculum vitae and names of two referees to Headmaster, The Uplands School, Dane Heath Road, Bonfleet, Basildon, Essex, Basildon (0268) 553211.
Basildon is an equal opportunities employer and welcomes applications from candidates of any race, sex, or creed unless otherwise stated. (1984)
132112

HAMPSHIRE
THE NEW FAREHAM ST. CRISPIN'S SCHOOL
11 - 16 mixed comprehensive, 1,440 on roll
Required September 1984:
WOOD, EXPANSION AND TECH-NOLOGY, Scale 1
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132122

HAMPSHIRE
OAKLANDS COMMUNITY SCHOOL
Oaklands Road, Southampton SO1 6BY
(11 - 16 Community School (Roll 800 plus)
Required September Scale 1 teacher of CRAFT, Design and Technology.
Part time available on a basis of SAE. Apply by letter with curriculum vitae and names of two referees to Brian Mayo, (01703) 784772.

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TUNBRIDGE WELLS
DIVISION
MASCALLS SCHOOL
Paddock Wood, Kent
(Roll 1,150)
Required for September, Technical Studies Scale 1 or 2 Newly qualified specialist or Scale 1 or 2 suitably experienced candidate to share in the development of Craft, Design and Technology Courses to 6th Form level.
Well equipped, popular and expanding school with good area.
Apply to the Headteacher in writing, naming two professional referees, enclosing S.A.E. please. (1986)
132122

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
ST. PETER'S RC SCHOOL
Morpeth Road, Sheffield 6S 2AJ
Required for September 1984, a teacher of Technical Drawing/Graphics, one year, for the equivalent of 3 days per week. Scale 1.
Application forms and further details are available from the Headteacher's secretary to whom completed forms should be returned by Friday, 25th May, 1984. (01446)
132122

SHROPSHIRE
EDUCATION COMMITTEE
SIR JOHN TALBOT'S Heath Road, Whitchurch, Shropshire
Scale 1 teacher of Craft, Design and Technology for September (Scale 2 for suitable candidate) to join a well established design team.
Apply by letter and further details from the Head. (01386)
132122

SHROPSHIRE
EDUCATION COMMITTEE
OLDBURY WELLS SCHOOL
Bridgnorth, Shropshire WV15 5JB
Required for September, teacher to join Craft, Design and Technology team in this 11 - 18 mixed comprehensive. High level of Craft skills essential.
Details and forms from the Headmaster (SAE). (02328)
132122

STAFFORDSHIRE
EDUCATION COMMITTEE
BURNWOOD HIGH SCHOOL
Chell Heath Road, Chell Heath, Stoke on Trent ST6 7LP
Required for September, 1984 a teacher of CRAFT, DESIGN and TECHNOLOGY (Scale 1), offering a full range of qualifications within the scope of the department with special expertise in Electronics and Electricity. Ability to teach some Mathematics or Home Science could be an advantage.
Application forms obtainable from and returnable to the Headteacher (e.s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (1956)
132192

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132188

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Application forms for the following posts are available on receipt of a s.a.e. from the Headteacher concerned to whom they should be returned as soon as possible.
BURNSIDE HIGH SCHOOL, Boyd Road, Wallsend, NE28 7AX
(12 - 18) Roll 850
Headteacher: Mr. M. M. Appleby, B.A., M.Ed.
Required for 1st September 1984:
1 TEACHER of C.D.T./MOTOR VEHICLE STUDIES.
THE JOHN SPENCE COMMUNITY HIGH SCHOOL
Preston Road, North Shields NE29 8PU
Headteacher Designate: Mr. R.M. Woodworth
Required for 1st September 1984 for this new School to be formed by the merger of Preston and Linskill High Schools.
1 TEACHER of CRAFT, DESIGN and TECHNOLOGY. (01-257 6504)
132188

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
BIDSTON COMPREHENSIVE SCHOOL
Bidston Road, Birkenhead
(Roll 1,118 Mixed 11 - 18 Comprehensive (1100 on Roll)
Required for SEPTEMBER 1st 1984 AN ASSISTANT TEACHER OF TECHNICAL DRAWING - SCALE 1 to a possible 'O' level.
Assistance with Woodwork teaching in years 1 to 3 would be a recommendation.
Candidates should apply by letter directly to the Headmaster at this school giving full curriculum vitae and the names of two referees.
Further details are available on receipt of SAE. Closing date 21st May 1984.
132122

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
CLEVEDON R.C. HIGH SCHOOL
Woodland Road, Rock Ferry, Birkenhead
(Roll 1,118 Mixed R.C. Comprehensive (1100 on Roll)
Required for SEPTEMBER 1st 1984 AN ASSISTANT TEACHER OF TECHNICAL DRAWING - SCALE 1 to a possible 'O' level.
Assistance with Woodwork teaching in years 1 to 3 would be a recommendation.
Candidates should apply by letter directly to the Headmaster at this school giving full curriculum vitae and the names of two referees.
Further details are available on receipt of SAE. Closing date 21st May 1984.
132122

WILTSHIRE
HARDENHUISH SCHOOL
Chippenham
(11 - 18 mixed comprehensive, N.O.R. 1130
Headmaster: Mr. R. J. Aldridge
Tel: Chippenham 650693
Required for September 1984 a teacher, scale 1, for Craft Design and Technology. We are looking for someone who favours a design-based approach and who is capable of teaching within the media of wood, metal and plastics. Successful candidates will be required to teach up to 'O' level in Woodwork and Metalwork.
This school is situated in a pleasant parkland setting to the north of Chippenham and has well-equipped workshops and drawing offices.
Application by letter with CV and names of two referees to the Headmaster at the School by 17th May. (01461)
132122

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METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON GRAMMAR SCHOOL FOR BOYS
180 - 182 Flixton Road, Urmston, Manchester M31 1PW
Required for September, 1984:
TEMPORARY CRAFT, DESIGN AND TECHNOLOGY SCALE 1
for one year only.
An interest in Design to A level and a specialism in metals would be an advantage.
Application forms available from the Head of the Faculty in the school should be returned as soon as possible. (1982)
132122

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Morley Drive, Bridgnorth, Shropshire WV15 5HF
Required for September a one year temporary teacher for Technical Studies.
Application forms and further details from the Head (SAE). (01417)
132122

Economics

Heads of Department

BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, Near Reading, RG7 1BP
Comprehensive Semi Rural, Mixed 6th Form Entry NOR 850
Required for September 1984 HEAD OF BUSINESS STUDIES, (Scale 3).
The successful applicant will be required to develop courses in the Fourth, Fifth and Sixth Years.
Apply in letter, giving experience and interests, and including a curriculum vitae, to the Headmaster, Ryeish Green School, Spencers Woods, Near Reading RG7 1EP. Closing date 25/5/84.
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132218

SHROPSHIRE
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THE GROVE SCHOOL
Morley Drawbar, Bridgnorth, Shropshire TF9 1HF
Required for September a one year temporary teacher for Technical Studies.
Application forms and further details from the Head (SAE). (01417)
132122

Scale 2 Posts and above

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ROVER GRAMMAR SCHOOL FOR GIRLS
Barrack Road, Dover CT16 2PZ (Group 10)
Required September, 1984, Trained Graduate to introduce A level Economics and to teach Mathematics throughout this 11 - 18 Selective School. Suitable first post, but Scale 2 available for experienced teacher.
Applications with names of 2 referees and c.v. to the Head Mistress at the School.

MAIDSTONE GIRLS' GRAMMAR SCHOOL
Buckland Road, Maidstone ME16 0SF
Group 1 Academic Upper School Age Range 11 - 18, Roll 940 with 300 in the 6th Form
Required September 1984 Graduate to teach Economics to GCE 'O' Level, Subject offered in 6th Form to 'O' and A Level.
Scale post for suitably qualified and experienced candidate.
Ability to teach Mathematics an advantage.
Apply by letter with curriculum vitae and names of two professional referees to the Head Teacher (SAE). (19886)
132220

Somerset County Council

PRIMARY

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The teacher appointed will be working in the Bridgwater and Central Somerset area.
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Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date 28 May 1984.

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(560) For September 1984, full-time teacher, Scale 1, for lower juniors. Temporary appointment for the 1984/85 academic year only.
Closing date 25 May 1984.

HAYESDOWN COUNTY FIRST, FROME

(290) For September 1984, INFANT TEACHER, Scale 3.
To be responsible for the first two years and contribute to curriculum development and co-ordination. Interest and expertise in Language Development or Mathematics an advantage.
Closing date 18 May 1984.

MEARE COUNTY PRIMARY, NR. GLASTONBURY

(102) For September 1984, TEACHER Scale 1, for Reception Class. Experience preferred.
Closing date 21 May 1984.

BALTONSBOROUGH VC PRIMARY, NR. GLASTONBURY

(77) For January 1985, or earlier if possible, DEPUTY HEAD for this Group 2 School.
Versatile, enthusiastic and experienced infant or Lower Junior Teacher required. Willing to contribute to all aspects of school life.
Closing date 21 May 1984.

SEDGEMOOR MANOR COUNTY INFANTS, BRIDGWATER

(218) For September 1984, TEACHER Scale 1, for top infant class. Ability to play piano an advantage.
Closing date 22 May 1984.

WEST PENNARD CEVC PRIMARY, NR. GLASTONBURY

(183) For September 1984, TEACHER Scale 1, for class of first and second year juniors. Temporary appointment for one year. Possibility of becoming permanent.
Closing date 24 May 1984.

(4488)

SECONDARY

WESTFIELD SCHOOL, YEOVIL

(11–18 mixed comprehensive – 900)
For September 1984, HEAD OF MATHEMATICS, Scale 4. We seek an able and committed teacher of proven experience to lead a team of five Mathematicians in developing courses for the whole ability range from fourth year 'O' level entrants and additional Mathematics candidates, to City and Guilds Numeracy groups. This is a key post as major heads of department are involved in policy and decision making.
Applications by letter to the Head at the school, with full curriculum vitae and names, (with telephone numbers) of two referees. Further details on request.
Closing date 21 May 1984.

FROME COLLEGE, FROME

(13–18 mixed comprehensive. 1500 with FE College combined, on separate sites)
For September 1984, HEAD OF SOCIAL EDUCATION, Scale 3. It is hoped to appoint an energetic and perceptive teacher who can devise and in co-operation with other departments implement a College-wide social education programme.
Applications by letter to the Principal at the College enclosing envelope with post title and enclosing SAE for job description and application form.
Closing date 23 May 1984.

CHILTON TRINITY SCHOOL, BRIDGWATER

(11–18 mixed comprehensive, 841)
For September 1984, TEACHER for CRAFT, DESIGN and TECHNOLOGY, Scale 2.
To teach existing courses in metalwork and woodwork, and to provide major help in establishing and developing new courses in Design and Technology in the school.
Closing date 21 May 1984.

FROME COLLEGE, FROME

(13–18 mixed comprehensive, 1,500 and FE College combined on separate sites)
For September 1984, permanent TEACHER of MATHEMATICS, Scale 1.
Opportunity to teach across the whole range of age and ability available for suitable candidate. Modern Mathematics taught throughout the College. Ability to teach Computer Studies may be an advantage.
Applications by letter to the Principal, enclosing envelope with post title. SAE for job description and application form.
Closing date 22 May 1984.

SPECIAL

CRITCHILL SCHOOL, FROME

Applications are invited for the post of CRAFT CO-ORDINATOR, Scale 2(S), in this school formerly for ESN (M and S) children.
The post will deal in the main with the co-ordination of the field curriculum, but the teacher appointed may, as the school develops in the light of the New Act be required to undertake other duties both within the school and possibly other establishments.
Closing date 21 May 1984.

PRIMARY HEADSHIP

KEINTON MANDEVILLE COUNTY PRIMARY, NR. SOMERSET

For January 1985, HEAD for this Group 2 School.
Application forms and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date 31 May 1984.

SECONDARY ECONOMICS
continued

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
QUEENSBURY UPPER SCHOOL
Mixed 13 - 18
Comprehensive, 785 pupils on roll from September 1984.
Required for September 1984, a permanent full-time Scale 1 Teacher of Economics and Geography. The Economics teaching would include 'A' level work for a suitable candidate but this is not essential. Other examination courses to be taught are 'O' level and Commerce, and of the integral and supporting Social Studies components of City and Guilds courses. Finally the Geography teacher will be with lower school classes.
Application forms and further details may be obtained (S.A.E. please) from the Headmaster, Queensbury Upper School, Dangerous Corner, Queensbury, Bradford, BD13 2AS, to whom completed forms should be returned by 23rd May, 1984.
Reference:- ETS/84/4725.
Bradford is an Equal Opportunities Employer and welcome applications from candidates of any age, sex, race disabled unless otherwise stated. (19310)
132222

BRENT
LONDON BOROUGH OF BRENT
COPLAND HIGH (MIXED) SCHOOL
Oscott Avenue, Wembley HA9 7DX
(Roll: 900, 11 - 18, (Social Priority Area))
Required in September 1984 SECRETARIATE (Scale 1) to teach Economics and History within a very successful Department. Most of the teaching time will be Economics at 'A' and 'O' level. The post will involve keeping World History throughout the age range. Applicants must show experience of multicultural history teaching.
London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer and is fundamentally committed to Multi-Cultural Education.
Application forms (s.a.e. please) obtainable from and returnable to the Headteacher returnable within 10 days. (19344)
132222

DONCASTER
DON VALLEY HIGH SCHOOL
Cosgay Lane, Scawthorpe, Doncaster DN5 9DB
Headmaster: A. J. Tubb, M.A.
Tel: (0302) 781584
Required for September 1984, a well qualified teacher to join the Social Sciences Department, Scale 1 Temporary Post. The principal teaching commitment will involve preparing students for examinations at C.S.E. and 'O' level in Economics. The Social Sciences Department is also responsible for the teaching of Sociology, General Studies and Typewriting and for the examination standard and R.S.A. General Diploma in Business Studies.
The school is a 13 - 18 mixed comprehensive with an anticipated roll in September 1984 of 1320 of which 240 will be in the sixth form.
Application form and further details (S.A.E. please) are available from the Headmaster at the school. (19316)
132222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROYAL WOOTTON BASSETT SCHOOL
Headteacher: Mrs. Stirling-Bourne
MEDWAY
Required September 1984
Hons. Graduate with successful classroom and teaching experience to give lively start to English as Head of Department. Scale 4. Also required Scale 2 and 1 posts at 'O' level and beyond. Ability to offer extra-curricular activities. Accommodation including full central heating available. Salary increased by two referees, by letter to the Headteacher. From whom further details are available. (19379)
132418

ESSEX
COLDAYNS HIGH SCHOOL
Pathfields Road, Clacton-on-Sea
Tel: Clacton 422131
Scale 1 (Roll 1050)
HEAD OF ENGLISH. Scale 4
Required September, energetic teacher to lead flourishing department.
Apply by letter, including c.v. direct to Headteacher including two referees (foolscap s.a.e. please).

GRAYS CONVENT HIGH SCHOOL
College Avenue, Grays RM17 5QX
Tel: 0375/76173
(Roll 350 girls : 11 - 16 mixed)
HEAD OF ENGLISH. Scale 4
Required for September 1984, an experienced graduate teacher to lead the Department. English Language and Literature are taught across the full age and ability range, 'O' level and CSE levels. Interest in Drama welcomed. The Department makes a key contribution to curricular and extra-curricular activities.
Applications with curriculum vitae and names of two referees to Headteacher by 25th May, 1984 (foolscap s.a.e. please).
(19387)
132418

English

Heads of Department

BURY
METROPOLITAN BOROUGH OF BURY
TEACHING APPOINTMENT
ELTON HIGH SCHOOL
Walshaw Road, Bury BL8

Required for: 1st September, 1984.

POST: HEAD OF LANGUAGES FACULTY (Scale 4) The faculty includes English, Modern Languages, Business Studies and Music.

A well qualified English (Hons) graduate is preferred.

Application forms and further details obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BW by 31st May, 1984. (19307)
132416

ESSEX
COLDAYNS HIGH SCHOOL
Pathfields Road, Clacton-on-Sea
Tel: Clacton 422131
Scale 1 (Roll 1050)
HEAD OF ENGLISH. Scale 4
Required September, energetic teacher to lead flourishing department.
Apply by letter, including c.v. direct to Headteacher including two referees (foolscap s.a.e. please).

GRAYS CONVENT HIGH SCHOOL
College Avenue, Grays RM17 5QX
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Applications with curriculum vitae and names of two referees to Headteacher by 25th May, 1984 (foolscap s.a.e. please).
(19387)
132418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROYAL WOOTTON BASSETT SCHOOL
Headteacher: Mrs. Stirling-Bourne
MEDWAY
Required September 1984
Hons. Graduate with successful classroom and teaching experience to give lively start to English as Head of Department. Scale 4. Also required Scale 2 and 1 posts at 'O' level and beyond. Ability to offer extra-curricular activities. Accommodation including full central heating available. Salary increased by two referees, by letter to the Headteacher. From whom further details are available. (19379)
132418

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ALL SAINTS' RC HIGH SCHOOL
Bradley Bar, Huddersfield HD2 1QW
(REF 530)
Voluntary Aided 1250 pupils 11 - 18 years
Required for September 1984, SCALE 4 HEAD OF ENGLISH
Required for September 1984, an experienced graduate teacher to lead the Department. English Language and Literature are taught across the full age and ability range, 'O' and 'A' levels. Interest in Drama welcomed. The Department makes a key contribution to curricular and extra-curricular activities.
Applications with curriculum vitae and names of two referees to Headteacher by 25th May, 1984 (foolscaps s.a.e. please).
(19387)
132418

SOLIHULL
EDUCATION COMMITTEE
SIMON DIGBY SCHOOL
Tanners Close, Chelmsley Wood, Birmingham
Tel: 021 - 770 5651
HEAD OF ENGLISH
DEPARTMENT Scale 4
Required for September 1984 in this 11 - 16 all-ability School.
Apply by letter to the Headteacher, enclosing c.v. and n.a.o. (19628)
132418

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM PITT HIGH SCHOOL
Cascade Way, Loughton E17
Acting Head (Mr. F. Gould enquiries)
REQUIRES, September 1984
HEAD OF ENGLISH (Scale 4) plus London Allowance.
Required in this comprehensive school for pupils aged 11 - 18 years (1540 on roll) with the initiative and ability to promote language as an active tool for learning and a commitment to developing reading and drama. The successful candidate will be responsible or working with other colleagues towards a school language policy.
Send letter of application, c.v. and names and addresses of two referees to the Headteacher by 23rd May 1984.
Ref: P65/692. (19847)
132418

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRES FOR SEPTEMBER 1984
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Cathcarth Rd, London E11
Head: Mrs. C. Broomfield
HEAD OF ENGLISH SCALE 4 (plus London and Social Priority Allowances)
required in this comprehensive school for girls aged 14 - 18 (750 on roll) to lead this highly successful department. The school prepares students for GCE 'O' and 'A' level and University entrances. A lively well organised teacher able to instil a love of the subject is required.
CV and names and addresses of two referees to the Headteacher.
Ref. No. P83/683. (19851)
132418

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRES FOR SEPTEMBER 1984
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Cathcarth Rd, London E11
Head: Mrs. C. Broomfield
HEAD OF ENGLISH SCALE 4 (plus London and Social Priority Allowances) required in this comprehensive school for girls aged 14 - 18 (750 on roll) to lead this highly successful department. The school prepares students for GCE 'O' and 'A' level and University entrances. A lively well organised teacher able to instil a love of the subject is required.
CV and names and addresses of two referees to the Headteacher.
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REQUIRES FOR SEPTEMBER 1984
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
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Head: Mrs. C. Broomfield
HEAD OF ENGLISH SCALE 4 (plus London and Social Priority Allowances) required in this comprehensive school for girls aged 14 - 18 (750 on roll) to lead this highly successful department. The school prepares students for GCE 'O' and 'A' level and University entrances. A lively well organised teacher able to instil a love of the subject is required.
CV and names and addresses of two referees to the Headteacher.
Ref. No. P83/683. (19851)
132418

BEDFORDSHIRE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Bedfordshire
Headmaster: Mr. R. G. Slater
(Tel: Toddington 4958
11 - 16 Co-educational Comprehensive Upper School, Number on roll: 1000
Required for September 1984, a graduate to teach English and Drama Department. Scale 2.
A lively and ambitious person is sought, capable of teaching English to 'O' and 'A' levels and willing further to take responsibility for Drama in the School, including the teaching of Drama courses to CSE, 'O' and 'A' levels.
The Department has a successful record in Drama and a specialist accommodation including a drama studio, theatre and drama stalls.
Application forms and further details from the Headmaster, see please, stamped addressed envelope.
Closing date: immediately.
(19360)
132416

SECONDARY GEOGRPAHY
continued

BEDFORDSHIRE

NORTHERN AREA
SANDY UPPER SCHOOL
SANDY COMMUNITY COLLEGE
Engayne Avenue, Sandy, Bedfordshire SG19 1JF
Headmaster: Mr. J. Francombe
Tel: 0767 682178
13 - 18 Co-educational Comprehensive High School.
Number on roll: 1130
Required September 1984, a well qualified Specialist as Head of Geography Department.
Scale 3
Excellent opportunity for a good teacher to continue the development of an active and successful department in a well equipped school. An interest in field work is essential.
Application forms and further details from the Headmaster, see please. (01587)
132618

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
WILDING UPPER SCHOOL
Required for September 1984, Teacher of Geography, Scale 1/2.
Son under Secondary (Geography Scale 1. (01753)
132620

ENFIELD

LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal: W.A.G. Easton, M.A., C.Eng., F.I.Mech.E., F.R.S.A.
The following two appointments are for the academic year 1984/85 only to replace maternity leave and leave of absence.
Ref 016 LECTURER GRADE I POST - To teach Geography up to A level.
Applicants for this temporary post should be qualified staff, preferably good honours graduates with teacher training qualifications.
For further information see under Colleges of Further Education. (19545)
132620

Scale 1 Posts

BARNET

LONDON BOROUGH
EAST BARNET SCHOOL
Chesterfield Grove, Carr Hill, East Barnet, Herts.
Tel: 01-440 4168
Co-educational Comprehensive. Near Cockfosters tube station
Roll 1050. Sixth Form 150
Required SEPTEMBER, 1984, Teacher of Geography, Scale 1.
Required September, 1984, a well qualified graduate as Head of Geography Department. Scale 3.
Excellent opportunity for a good teacher to continue the development of an active and successful department in a well equipped school. An interest in field work is essential.
Application forms and further details from the Headmaster, see please. (01587)
132618

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
WILDING UPPER SCHOOL
Required for September 1984, Teacher of Geography, Scale 1/2.
Son under Secondary (Geography Scale 1. (01753)
132620

CAMBRIDGESHIRE

SAWSTON VILLAGE COLLEGE
Required for September for one year during secondment, teacher of GEOGRAPHY (Scale 1) in this 11 - 16 comprehensive with a small Sixth Form (Roll 1330).
Write to Wardan, New Road, Sawston, Cambridge CB2 4BP with full name, address and telephone number of two referees. Further details available. (S.A.E.). (01777)
132622

EAST SUSSEX

HAMPDEN PARK SCHOOL
Hardwick Road, Eastbourne BN22 9HG
Comprehensive mixed, 11 - 16. Roll: 917
Required from September; Temporary Teacher of Geography and Scale 1/2 for the academic year 1984-85. To cover maternity leave.
Applications in writing to the Headmaster, quoting two referees. (19480)
132622

HEREFORDSHIRE

RICHARD HALE SCHOOL
Five-form entry boys' school. Sixth form 150
Required for September, 1984, Teacher for either Geography or Geography/PE (Scale 1 plus London fringe allowance). Ability to help with games would be an advantage.
Apply by letter to The Headmaster, Mr. Richard Smith, Hale Road, Hertford, giving names and addresses of 2 referees. (19552)
132622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Kent Road, Tunbridge Wells TN4 8SS
11 - 18 (mixed) Roll 800
Required for September 1984, GEOGRAPHY teacher. Temporary post to cover maternity leave - possibility of permanency. Candidates will be expected to teach the subject to 'A' level.
Application form and further details are available from the school and should be returned 2 weeks after appearance of advertisement. (01590)
132622

LONDON

URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8ND
Girls Comprehensive High School, 12 - 18, 905 on roll
Required September: Temporary teacher of Geography to 'A' Level. Scale 1.
Please apply to the Headmistress with testimonials and c.v. for acknowledgement, giving the names and addresses of two referees. (05167)
132622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SACRED HEART R.C. COMPREHENSIVE SCHOOL
TEMPORARY TEACHER OF GEOGRAPHY/ GEOLOGY (SCALE 1 POST)
Required from September 1984 a graduate teacher of Geography/Geology. The department has an enthusiastic team of teachers with well established Mode 3, 'O' Level and 'A' Level courses. The successful candidate will be expected to teach throughout the age and ability ranges and to help with the department's commitment to 'O' and 'A' level Geography.
Application forms are obtainable from and returnable to the Head Teacher, Sacred Heart R.C. Comprehensive School, Fenham Hall Drive, Newcastle upon Tyne NE4 9YS by Friday, 25th May, 1984. (19480)
132622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR COMPREHENSIVE SCHOOL
TEMPORARY TEACHER OF GEOGRAPHY WITH HUMANITIES
(SCALE 1 POST)
Required from September 1984 initially for one year, a suitably qualified and experienced teacher of Geography with humanities for appointment to a Scale 1 post.
Application forms are obtainable from and returnable to the Head Teacher, Heaton Manor Comprehensive School, Jesmond Park West, Newcastle upon Tyne NE7 7DP by Friday, 25th May, 1984. (19491)
132622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SACRED HEART R.C. COMPREHENSIVE SCHOOL
TEMPORARY TEACHER OF GEOGRAPHY/ GEOLOGY (SCALE 1 POST)
Required from September 1984 a graduate teacher of Geography/Geology. The department has an enthusiastic team of teachers with well established Mode 3, 'O' Level and 'A' Level courses. The successful candidate will be expected to teach throughout the age and ability ranges and to help with the department's commitment to 'O' and 'A' level Geography.
Application forms are obtainable from and returnable to the Head Teacher, Sacred Heart R.C. Comprehensive School, Fenham Hall Drive, Newcastle upon Tyne NE4 9YS by Friday, 25th May, 1984. (19480)
132622

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Vacancy for September, see under: Independent Schools. (06484)
132622

ROTHERHAM

METROPOLITAN COUNCIL
MALTBY COMPREHENSIVE SCHOOL
Roll 1850 (Approx. 200 in 6th form)
Required for September, 1984, ASSISTANT TEACHER of Geography to 'O' (o'level and CSE) level.
Closing Date: As soon as possible.
Curriculum vitae and details of two persons for reference should be sent to the Teacher in charge of the School, Braithwell Road, Maltby, Rotherham S66 8JB. (01) Telephone 0709 812371.
for full Overseas Visa Direct sources. (02489)

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
NONSUCH HIGH SCHOOL FOR BOYS
Manor Lane, Sutton, Surrey SM1 3AB
Tel: 01-642 3821
(3rd form entry) 11 - 18 selective, approx. 600 on roll with 130 in 6th form)
Required for September 1984, a graduate teacher of GEOGRAPHY SCALE 1.
Required for September 1984 for 1 year graduates to teach geography throughout scale 3 to 'O' and 'A' level.
Apply by letter to the Head Teacher, enclosing c.v. and names and addresses of 2 referees. (19813)
132622

WILTSHIRE

HREOD PARKWAY
Akers Way, Moredon, Swindon SN2 2NJ
Head Teacher: Mr. R.W.B. Cason
Estimated N.O.R. September, 1984 - 1316
Required September, 1984 Scale 1. - Teacher of Geography.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school as soon as possible. (19338)
132622

History

Heads of Department

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEWAY DIVISION
SOUTHLAND SCHOOL
(Founded 1610)
New Romney
Headmaster: Mrs. D.H. Bridges, M.Sc., M.Ed.
Required for September 1984 Head of History Department (salary scale 4 and 5).
Applications are invited from well qualified graduates to be responsible for the teaching of History throughout the school, CSE and two orders of seniority level and advanced level courses are well established. The Department enjoys good facilities, working with a purpose-built Humanities block.
Southlands School is a well established 11 - 18 comprehensive school with about 1400 pupils on roll. It serves the New Romney, Lydd and as well as most of the Romney Marsh.
Interested candidates are asked to apply by letter as soon as possible to the Headmaster of the school (application forms) giving details of qualifications, experience and interests and the names and addresses of two referees. (19611)
132618

WILTSHIRE

HREOD PARKWAY
Akers Way, Moredon, Swindon SN2 2NJ
Head Teacher: Mr. R.W.B. Cason
Estimated N.O.R. September, 1984 - 1316
Required September, 1984 Scale 1. - Teacher of Geography.
Letter of application, c.v. and names and addresses of two referees to the Head Teacher at the school as soon as possible. (19338)
132622

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
SELBY HIGH SCHOOL
Avondale Road, Harrogate HG1 4DJ
11 - 18 comprehensive
Required for September 1984, a well qualified graduate to teach HISTORY throughout the school (Scale 2 post). Ability to teach Early Modern and Renaissance period to 'A' level and experience of School Council History Project 13 - 16 are also desirable.
The school is a large and thriving community of the city with excellent buildings.
Apply immediately to the Headmaster giving full curriculum vitae and the names and addresses of two referees. (06368)
132620

Scale 1 Posts

HAVERING

LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Voluntary Aided, 6 F/E.
Required for 1/1 terms from September 1984 to cover maternity leave of absence, a graduate of the following subjects: History, Economics and Religious Education and Religious Studies would be preferred to appoint to Scale 1 on a part time basis.
Application forms and further details may be obtained from the school on receipt of a stamped addressed envelope (size foolscap) and should be returned to the Headmaster, Mr. Peter Hall, by Friday, 25th May, 1984. (19481)
132622

MERTON

LONDON BOROUGH OF MERTON
WIMBLEDON COLLEGE
Edge Hill, London SW19 4NS
Roman Catholic Boys' Comprehensive to 18 years, roll 970
HEAD OF HISTORY, Scale 3 or 4
Applications are invited for this post with effect from 1st Sept. 1984. History is taught at every level in a large and successful department with two sixth form classes and candidates for Oxbridge entrance every year.
Applicants should write as soon as possible to the Clerk to the Governors, enclosing a large S.A.E., for full details, curriculum vitae and names of two referees. (02946) 130818

Scale 2 Posts and above

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
HARROGATE HIGH SCHOOL
Avondale Road, Harrogate HG1 4DJ
11 - 18 comprehensive
Required for September 1984, a well qualified graduate to teach HISTORY throughout the school (Scale 2 post). Ability to teach Early Modern and Renaissance period to 'A' level and experience of School Council History Project 13 - 16 are also desirable.
The school is a large and thriving community of the city with excellent buildings.
Apply immediately to the Headmaster giving full curriculum vitae and the names and addresses of two referees. (06368)
132620

Scale 1 Posts

HAVERING

LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Voluntary Aided, 6 F/E.
Required for 1/1 terms from September 1984 to cover maternity leave of absence, a graduate of the following subjects: History, Economics and Religious Education and Religious Studies would be preferred to appoint to Scale 1 on a part time basis.
Application forms and further details may be obtained from the school on receipt of a stamped addressed envelope (size foolscap) and should be returned to the Headmaster, Mr. Peter Hall, by Friday, 25th May, 1984. (19481)
132622

Home Economics

Heads of Department

BERKSHIRE

SOUTHLANDS SCHOOL
Northumberland Avenue, Reading RG2 7PJ
11 - 16 Comprehensive Girls School
Required for September 1984 Head of Department of Economics for suitably qualified candidate to lead a team of Home Economics teachers offering a wide range of Home Economics courses at all levels including 'O' level and pioneering initiatives in a well equipped Department.
Apply immediately by letter to the Headteacher, naming two referees.
CLOSING DATE MAY 18th 1984
An equal Opportunity employer. (01474)
132618

ENFIELD

LONDON BOROUGH OF ENFIELD
HOME ECONOMICS teacher (Scale 2) required for permanent, perpetual post from September 1984 for lively, enthusiastic teacher who has an interest in curriculum development is required.
The successful teaching will be based at Parkside School in the City and Guilds Scheme in the future. Home Economics and Child Development are taking part

BERKSHIRE

COX GREEN
COMPREHENSIVE SCHOOL
Highfield Lane, Maidenhead, Berks. SL6 3AX
N.O.R. 985
Required for September, 1984, a TEACHER OF MATHEMATICS to teach across the age and ability range up to 'A' level standard. Scale 3 may be offered to suitable candidate.
Application form and further details from the Headmaster (SAE). No coloured paper.
Equal opportunity Employer. (01478) 133420

CAMBRIDGE

IMPINGTON VILLAGE COLLEGE
Required for September, TEACHER OF MATHEMATICS (Scale 1 but actively qualified applicant). Ability to teach to all levels and undertake other departmental responsibilities in this 11-18 mixed comprehensive school of 1150 pupils, situated 3 miles north of Cambridge.
The school has good computing facilities.
Letters of application (no forms) together with quoting 2 referees should reach the Warden, New Road, Impington, Cambridge CB4 9LJ, before May 18th. (19261) 133430

CUMBRIA

COUNTY COUNCIL
PARKVIEW SCHOOL
West Avenue, Barrow-in-Furness LA13 9AY
(Mixed Comp. n.o.r. 1430)
Required for September 1984 an assistant teacher Scale 3 to take responsibility in the Mathematics Department.
Further details (see please) from the Head to whom letters of application, giving experience, C.V. and names of two referees should be sent by 21 May 1984. (19192) 133420

DORSET

BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Maintained Grammar. 930 Boys. 310 in Sixth Form
Required for September 1984 a well qualified Mathematician to teach to 'A' level. Mathematics to Advanced Level. Scale 3. The boys are at present taking Advanced Level Mathematics.
Applicants should indicate any extra curricular activity where they would be prepared to become involved. An ability to help with games, including chess, or with the C.C.F. would be an advantage.
Please apply direct to the Headmaster at the above address as soon as possible enclosing a stamped addressed envelope to be returned to him by 9th May, 1984. (19152) 133420

NORFOLK

SWAFFHAM HAMOND'S HIGH SCHOOL
Brandon Road, Swaffham PE37 7QH

Roll: 870 mixed (Group 11) 11 - 18 years

SCALE 2 SECOND i/C MATHEMATICS

Required September 1984 to teach across full ability range to 'A' level and responsibility for main school Mathematics.

Apply by letter giving names of two referees and C.V. to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing Date: 18th May 1984. (19578) 133420

OLDHAM METROPOLITAN BOROUGH

NORTH CHADDERTON
SCHOOL
Chaddderton Hall Road, Chaddderton, Oldham

SECOND IN MATHEMATICS - SCALE 3

Required for September 1984 or at this 11 - 18 Mixed Comprehensive of about 1550 pupils. An experienced graduate is required to play a major role in the teaching and organisation of the department.

Responsibility will range across syllabus development, assessment, resources, primary liaison, extra curricular work and involvement in computers.

Mathematics is taught to CSE (Bolus and 'A' level. Results are excellent and large numbers go on to take the subject in the 6th form in both the main and FMS and Sixth.

Further Maths.

Please apply direct by letter to the Head at the school, including full C.V. and names and addresses of two referees by the 18th May 1984. (19153) 133450

LONDON (ESSEX)

CHIGWELL SCHOOL
Graduate required September 1984 to teach Mathematics. (See also INDEPENDENT Schools). (55288) 133420

SURREY

EDUCATION COMMITTEE
PARK BARN SCHOOL
Guildford
(13 - 18 Mixed Comp. NOR. 1350)
Required for September 1984 SECOND IN MATHEMATICS Scale 3 required September Scale 4 - possibility of Scale 4 for suitably experienced candidate. Teach subjects to 'A' level.
Contact Head Tel: Guildford 67897. (19243) 133420

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
BIDDICK SCHOOL
Nelson Street, Washington NE38 8AT
(ROLL 1010)
Required for September, 1984:
TEACHER OF MATHEMATICS (Scale 2) to play an important part in the development of the Mathematics Department of the school, which largely follows the 'Kent Mathematics Project'. Experience in the early years of secondary education is strongly advised to enable the successful candidate to contribute to school policy.
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed envelope to be returned to him by 25th May, 1984. (19152) 133420

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road West, Birkenhead, Merseyside L43 8SQ
11 - 18
(Non School)
REQUIRED FOR SEPTEMBER 1984:
ASSISTANT TEACHER OF MATHEMATICS - SCALE 3.
Ability to teach up to and including 'A' level Mathematics and 'O' level Computer Studies. Knowledge of M.M.P. desirable but not essential.
Apply by letter to the Headmaster as soon as possible enclosing C.V. and names of two referees. (19592) 133420

Scale 1 Posts

MERTON

LONDON BOROUGH OF MERTON
WIMBLEDON COLLEGE
Edge Hill, London SW19 4NS
Roman Catholic Boy's Comprehensive 13 - 18 years. roll 870
MATHEMATICS TEACHER required for 1st Sept. 1984 to teach the subject to 'O' and CSE level in the large and successful Mathematics Dept. Scale 2 is available for a suitable candidate.
Applicants should write as soon as possible to the Governors with full curriculum vitae and the names of two referees. (02346)

AVON COUNTY

PORTWAY SCHOOL
Pennpole Lane, Shirehampton, Bristol BS11 0DF
Required for September 1984. Graduate Mathematician qualified and willing to teach mathematics and computing to 'A' level. Computing is a popular and long-established option with good teaching facilities.
Letters of application to the Headteacher, immediately giving full C.V. and names of two or three referees, enclosing s.a.e.
Avon is an equal opportunity employer. (19158) 133422

BARNET

LONDON BOROUGH OF BARNET
ST. MICHAEL'S R.C. GRAMMAR SCHOOL
Nether Street, North Finchley, N12
01-445 5895
Girls' 5-form entry. Roll 630.
Sixth Form 180.
Required SEPTEMBER, 1984, a teacher to teach MATHEMATICS through the school to following, and including, Sixth Form. School is developing Sixth Form studies at A-level and there is a need for Further Mathematics. Ability to teach Computer Studies to A-level an advantage. Degree essential. Scale 1/2 according to qualifications and experience.
Salary Scale £5,178 - £8,142 p.a. (Scale 1) £6,744 - £10,176 (to graduates) £6,996 - £10,554 p.a. (Scale 2) plus £648 London Addition.
Two approved cases assistance towards removal expenses and separation allowances.
Apply in writing to Head Teacher with full C.V. and names of two referees. Postage S.A.E.
Director of Education (Personnel Services, (19846) 133420

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
QUEENSBURY UPPER SCHOOL
Queensbury, Bradford
Mixed 11 - 18 comprehensive, 1,100 pupils on roll from Secondary Schools.
Required for September 1984 a graduate teacher of Mathematics (Scale 1). Candidates should be prepared to offer Mathematics as a second subject.
Application forms and further details may be obtained from the Headmaster, Mr. Queensbury School, Queensbury Lane, Queensbury, Bradford, BD13 1AE. To whom completed forms should be returned by 25th May 1984.
Reference ST. 30284/4748.
Letters of application, curriculum vitae, employers and work, names, addresses and telephone numbers of two referees, qualifications and experience, together with the names and addresses of two referees.

County of Cleveland

An equal opportunities employer.
CLOSING DATE: 21st May, 1984.
Application forms and further details for the undermentioned posts obtained from and returnable to the Head Teacher at the address. Financial assistance with household removal expenses is available in approved cases.

Hartlepool Sixth Form College
Blakelock Road, Hartlepool, Cleveland TS25 5PF. (Tel: Hartlepool 72288)

SCALE 2 HISTORY
Required for September, 1984, to teach to CSE, 'O' and 'A' level, and university entrance.

SCALE 2/1 PHYSICS
Required for September, 1984, a teacher of physics to 'O' and 'A' level and university entrance.
This post can be offered at Scale 2 or Scale 1 depending on the qualifications and experience of the candidate(s).

Application forms and further details obtainable from and returnable to the Principal Designate, Brinkburn School, Blakelock Road, Hartlepool, Cleveland TS25 5PF(Tel. Hartlepool 72288).

Secondary Schools
Langbaurgh School (11-16 mixed comprehensive; 886 on roll)
Ormesby Road, Middlesbrough, Cleveland TS3 8ND
(Tel: Middlesbrough 314818)

SCALE 3 COMPUTER STUDIES
Required for September, 1984, a teacher to be responsible for the teaching of computer studies and to teach some mathematics.

SCALE 1 PHYSICS
Required for September, 1984, a teacher of physics and general science.

Ian Ramsey Church of England (Aided) School (11-16 mixed comprehensive, 1065 on roll)
Green Lane, Stockton-on-Tees, Cleveland TS18 3AJ. (Tel: Stockton 585200)

SCALE 1 PHYSICAL EDUCATION
Required for September, 1984, a teacher for girls physical education throughout the school. Dance and special application forms can be obtained from the school.

Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.

BERKSHIRE

SOUTHLANDS SCHOOL
Northumberland Avenue, Reading
Girls' Comprehensive N.O.R. 860
The promotion of several members of staff has created vacancies in September for enthusiastic and well qualified teachers in the following subjects: MATHEMATICS, SCIENCE.
Applicants should apply immediately by letter naming 2 referees to the Headmistress.
CLOSING DATE MAY 25th 1984.
An equal Opportunity Employer. (01475) 133422

BRENT

LONDON BOROUGH OF BRENT
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
situated in very pleasant surroundings. Roll: 1800, 11 - 18. 300 in Sixth Form).
Required from September - An enthusiastic MATHEMATICS TEACHER (Scale 1) to join a successful mathematics team. To teach subject up to CSE and 'O' Levels. To take up opportunity to do Sixth Form work. A willingness to help with extra curricular activities, including games, would be an advantage.
London Allowance of £987 per annum is payable. Scale is an Equal Opportunities employer and is positively committed to Multi-Cultural Education.
Application forms (see) obtainable from the head teacher returnable within 10 days. (19104) 133422

BRENT

LONDON BOROUGH OF BRENT
WALTER HIGH (MIXED) SCHOOL
Walter Ave., Wembley HA0 4JE
(Roll 1183, 11 - 18)
Required September 1984, Mathematician (Scale 1).
To join a large well organised department of 5 teachers. S.M.I.P.'s is used in the 1st year. There is a wide range of exam courses are offered at 16+ for the boys and 18 plus with large sets at 'A' level.
London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (see) obtainable from the Head. Scale 1 obtainable within 10 days. (01785) 133422

BROMLEY

LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Hall Lane, Biggin Hill, Kent TN16 3YA
Required for September 1984 GRADUATE TEACHER OF MATHEMATICS, to teach up to 'A' level as well as an enthusiastic department of well established courses up to University entrance, Scale 1).
The school is to impose built 6/7 form entry, mixed comprehensive in 1985. Good facilities support courses 'A' level as well as CSE.
Outer London Area Allowance.
Enquiries or visits are welcomed.
Further details and application forms are available (see) from the Headmaster. Closing date: 7th June 1984. (02255) 133422

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Area
DR CHALLONER'S HIGH SCHOOL
Chalfont Road, Amersham HP6 5LL
Required for September 1984 to teach Mathematics to 'A' level. Computing is a popular and long-established option with good teaching facilities.
Applications are invited from trained graduates to teach Mathematics to 'A' level. Opportunity to teach to 'A' level may be available for a suitably experienced and qualified candidate. This is a temporary appointment for one year due to the secondment of a member of staff.
Applications from first appointments would also be welcomed. Please apply in writing to the Head as soon as possible. (19457) 133429

CAMBRIDGESHIRE

SAWSTON VILLAGE COLLEGE
Required for September, teacher of MATHEMATICS (Scale 1) to join a team of 7 in this 13 comprehensive set on the (Roll 1230) situated 9 miles south of Cambridge and equipped with excellent facilities and fully equipped Computer Laboratory. Ability to teach Computer Studies to C.S.E. and G.C.E. 'O' level highly desirable.
Apply to Warden, New Road, Sawston, Cambridge CB2 4BB with full c.v. and names/addresses of two referees. Further details available. (A.E.) (19185) 133422

CHELTENHAM

CHELTENHAM GRAMMAR SCHOOL
(Voluntary Aided)
Princess Elizabeth Way, Cheltenham GL51 7EJ
Selective Boys' School with 800 on roll (840 in Sixth Form)
Required for September 1984, a Mathematician (Scale 1) to teach across the age range. Ability to contribute to the curricular activities would be an advantage. Considerable
Further details available from the Headmaster to whom letters of application with curriculum vitae, and two referees should be sent to arrive no later than Wednesday, May 16th. (02472) 133422

DORSET

BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Maintained Grammar. 930 Boys. 310 in Sixth Form
Required for September 1984 a well qualified Mathematician to teach to 'A' level. Mathematics to Advanced Level. Scale 3. The boys are at present taking Advanced Level Mathematics.
Applicants should indicate any areas of extra curricular activity where they would be prepared to become involved. An ability to help with games, including chess or with the C.C.F. would be an advantage.
Please apply direct to the Headmaster at the above address as soon as possible enclosing a stamped addressed envelope to be returned to him by 9th May, 1984. (19152) 133420

DORSET

AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(Bi-lateral 11 - 16 years. 970 on roll)
Required for September 1st 1984. Enthusiastic teacher of Mathematics to join large department. Scale 1. Purpose built mathematics suite on pleasant site. Modern approach with added emphasis on basic skills. Computer room.
Letter of application with C.V. and two referees immediately to Headmistress. (01180) 133422

DORSET

BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Maintained Grammar. 930 Boys. 310 in Sixth Form
Required for September 1984 a well qualified Mathematician to teach to 'A' level. Mathematics to Advanced Level. Scale 1. The boys are at present taking Advanced Level Mathematics.
Applicants should indicate any areas of extra curricular activity where they would be prepared to become involved. An ability to help with games, including chess or with the C.C.F. would be an advantage.
Please apply direct to the Headmaster at the above address as soon as possible enclosing a stamped addressed envelope to be returned to him by 9th May, 1984. (19152) 133420

DORSET

BELVOIR SECONDARY BOYS' SCHOOL
Kingland Road, Poole
(Age range 11 - 18, 482 on roll)
Required September 1984, Teacher of Computer Studies (Scale 1).
Application forms and further particulars may be obtained from the Headmaster on receipt of s.a.e. (19653) 133422

EALING

LONDON BOROUGH EDUCATION SERVICE
BOSTON MANOR HIGH SCHOOL
Boston Road, Hanwell, W7 2AA
Required for the Summer Term 1984 on a one term temporary contract, a teacher of Mathematics (Scale 1).
Location Yeading 5867.
Application forms (SAE please) from Education Office, Hadley House, 79/81 Uxbridge Road, Ealing W13 3BU, to be returned by 25th May 1984. (01718) 133422

EALING

LONDON BOROUGH EDUCATION SERVICE
TWYFORD CHURCH OF ENGLAND SCHOOL
Twyford Crescent, Acton, W3 9PP
(Roll 700) 13 - 18 Mixed Voluntary Aided Comprehensive
Required for September 1984, as soon as possible thereafter, a well-qualified teacher of MATHEMATICS (Scale 1) to join an expanding department in an Advanced Level extensive. An interest in developing Information Technology within the school would be an advantage. Applicants should be in sympathy with the aims of the Church of England school.
The appointment will be temporary for one year in the first instance.
Inner London Allowance £987.
Application forms are available by telephoning the school (01-998 5566, Ext. 2550/5595).
Closing date 18th May 1984. (19656) 133422

GLOUCESTERSHIRE

WHITECROSS SCHOOL
Church Road, Lydney
F.E. 11 - 18 mixed comprehensive, 1,200 on roll
Required for September, teacher of Mathematics, Scale 1, to teach all ability levels and throughout the age range. The Maths Department has a central office/resource area, computer room and five adjacent classrooms.
Application form and further details available from the Headmaster (S.A.E. please). (19857) 133422

DONCASTER
Northcliffe Comprehensive School
Garden Lane, Conisbrough, Doncaster DN12 3JS
Tel: Rotherham (0709) 864001

MATHEMATICS TEACHER
(Scale 1)

required for September to share the teaching of Mathematics at all levels and to all abilities within this mixed comprehensive 11–16 school. 1,210 students on roll from the mining communities of Conisbrough and Denaby. The school places a heavy emphasis upon individual student freedom and responsibility in the development of mixed ability teaching, the use of CSE Mode 3. (in addition to GCE courses) and residential courses for students of all abilities.

The Mathematics Department is fully staffed by 9 full-time specialist Mathematicians and a remedial support teacher, all of whom teach in pleasant, adjacent classrooms.

The successful candidate will be joining a lively department which has undertaken considerable curriculum development work in recent years. Strong social and pastoral provision within the school and good support for probationary teachers.

Letters of application to the Head, David Lingard, from whom further details are available.

LONDON

THE LONDON ORATORY SCHOOL
Seagrave Road, Fulham, London SW6 1RX

Tel: 01-385 0103

This is a voluntary-aided school in the Trusteeship of the Governors of the Oratory. There are 1080 pupils and 64 staff (all full), including over 250 in the Sixth Form. Girls are only admitted to the sixth form.

TEACHER OF MATHEMATICS (Scale 1)

Applicants should submit a full curriculum vitae, naming two referees to Gerald Hodgkinson, the Headmaster by Monday 21st May. (19198) 133422

GUERNSEY

STATES EDUCATION COUNCIL GUERNSEY

LES BEAUCAMPS SECONDARY SCHOOL

Required with effect from 3rd September, 1984 a Scale 1 teacher of Mathematics to CSE and 'O' Level. An interest in computing would be an advantage.

Please apply to The Director of Education, Education Department, Box No. 58, La Couperonne, St. Peter Port, Guernsey, C.I. (01579) 133422

HERTFORDSHIRE

ST GEORGE'S SCHOOL
Cecil Road, Harpenden AL5 4TD
Required by L.D. Gollvis (Head), The Manor, Manor Road, Desmond Park Wards, Newcastle upon Tyne NE7 7DP by Friday, 25th May, 1984. (19568) 133422

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE

ST. CUTHBERT'S R.C. HIGH SCHOOL

TEMPORARY TEACHER OF MATHEMATICS
(SCALE 1 POST)

Required from September, 1984, initially for one year, a suitably qualified and experienced mathematics teacher to assist the department to a Scale 1 post.

Application forms are obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. High School, Benwell Road, Newcastle upon Tyne NE15 6RA by Friday, 25th May, 1984. (19497) 133422

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE

ST. CUTHBERT'S R.C. HIGH SCHOOL

TEMPORARY TEACHER OF MATHEMATICS FOR ONE TERM
(SCALE 1)

Required from September, 1984, for one term only, a suitably qualified and experienced mathematics teacher to assist the Head of Department in the following subject forms:
Year 7 (2 forms)
Year 8 (2 forms)
Year 9 (2 forms)
Year 10 (2 forms)
Year 11 (2 forms)
Application forms are obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. High School, Benwell Road, Newcastle upon Tyne NE15 6RA (Tel: 0632 742481). (19495) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM
PLAISTOW SCHOOL
Pleasant Grove, London E6 1DG
Head Teacher: Miss H. Burnham
Number on roll: 1210 girls
Teacher of Mathematics and Physics
required: SEPTEMBER 1984 or as soon as possible
LONDON ALLOWANCE £987 plus Social Priority Allowance
Application forms/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 25th May 1984.
DIRECTOR OF EDUCATION, Town Hall Annexe, 322 High Street, Stratford, E15 4RD. (19608) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM
PLAISTOW SCHOOL
Pleasant Grove, London E6 1DG
Head Teacher: Miss H. Burnham
Number on roll: 1210 girls
Teacher of Mathematics and Physics
required: SEPTEMBER 1984 or as soon as possible
LONDON ALLOWANCE £987 plus Social Priority Allowance
Application forms/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 25th May 1984.
DIRECTOR OF EDUCATION, Town Hall Annexe, 322 High Street, Stratford, E15 4RD. (19608) 133422

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Head Teacher: Miss H. Burnham
Number on roll: 1210 girls
Teacher of Mathematics and Physics
required: SEPTEMBER 1984 or as soon as possible
LONDON ALLOWANCE £987 plus Social Priority Allowance
Application forms/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 25th May 1984.
DIRECTOR OF EDUCATION, Town Hall Annexe, 322 High Street, Stratford, E15 4RD. (19608) 133422

NORFOLK

KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QS

Roll: 1330 mixed (Group 11) 11 - 18 years (11+VI Form)

SCALE 1 FRENCH

Required September 1984 a graduate teacher of subject offered (for small part of timetable).

Apply by letter giving names of two referees and tabulated c.v. to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing Date: 21st May 1984. (19575) 133422

OLDHAM METROPOLITAN BOROUGH

GRANGE SCHOOL
Rochdale Road, Oldham

The following post is available from September 1984 at this 11 - 18 Mixed Comprehensive of about 1700 pupils.

MATHEMATICS TEACHER - Scale 1

Required to join a strong and well organised department.

Application forms/further details please) available from the Head of Mathematics Department to whom completed forms should be returned by 25th May 1984. (19270) 133422

ROTHERHAM METROPOLITAN COUNCIL

WATH COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx 1676 on roll. Approx. 170 in 6th Form.

Required for September, 1984 ASSISTANT TEACHER - SCALE 1.

Teacher for Mathematics, with Computer Studies possible, or 'A' Level work for suitably qualified candidate.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference from the Secretary to the School, Sandygate, Wath-upon-Dearne, Rotherham S63 7DW. (Tel: Rotherham 8732581).

G. Crane, Acting Director of Personnel Resources. (09471) 133422

SHEFFIELD

MOUNT ST MARY'S R.C. HIGH SCHOOL
RENFREW ROAD
REQUIRES SEPTEMBER 1984 Graduate with P.G.C.E. in MATHEMATICS to A, O & 'A' Level. Mr. Lee is resident in charge of the Upper VIth boys' hostel. Single Bachelor accommodation or resident flat available.
For details, write to The Headmaster, Mount St Mary's College, Spinkhill, Via Sheffield S31 9YL, enclosing s.a.e. Salary Burnham according to qualifications (01165)* 133422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
JORDANTHORPE SCHOOL
Dyson Lane, Sheffield S8 8BR
Required for September 1984 a Teacher of Mathematics Scale 1 to work with years 7 - 9 in the Lower School.
Application forms and further details are available from the Headteacher at the School to whom completed forms should be returned by the 18th May 1984. (01449) 133422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
BRADFIELD SCHOOL
Kirk Edge Road, Bradfield, Sheffield S30 2AE
Required for September, 1984, a Scale 1 teacher of Maths to 'O' and possibly 'A' level.
Application forms and further details are available from the Headteacher at the school to whom completed forms should be returned by 18th May. (19151) 133422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
PARK SCHOOL
Barnsley Road, Sheffield 65 6BS
Required for September 1984, a scale 1 teacher of Maths to 'O' Level. The ability to assist with Computer Awareness would be an advantage.
Application forms and further details are available from the Headteacher at the School to whom completed forms should be returned by the 18th May. (19158) 133422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
STOCKSBRIDGE SCHOOL
Shay House Lane, Stocksbridge, Sheffield S30 5FD
Required for September 1984, Mathematics/Computing Scale 1.
Candidates should be able to offer Mathematics to years 10 - 13 and also help with the teaching of Computer Studies and Computer Awareness courses.
Application forms and further details are available from the Headteacher at the school to whom completed forms should be returned by the 18th May. (19160) 133422

SHROPSHIRE

EDUCATION COMMITTEE

BURTON BOROUGH SCHOOL
Audley Avenue, Newport TF10 7DS

Teacher of Mathematics Scale required for September 1984, to teach throughout the age and ability range.

Details and application forms from the Head (SAE). (00377) 133422

SHROPSHIRE

SHREWSBURY SIXTH FORM COLLEGE
Frigry Road, Shrewsbury SY1 2AX
See entry under Sixth Form Colleges. (00378) 133422

Lancashire County Council
An Equal Opportunities Employer

The following are required for 1st September 1984, and the closing date is 24th May, 1984.

SECONDARY SCHOOLS
Unless otherwise stated, forms/further details from/to the Headteacher at the school. (SAE please.)

BLACKBURN NOTRE DAME R.C. HIGH (AIDED)
Whalley New Road, Blackburn
(569 on Roll; mixed 11-16)
HEADTEACHER — GROUP 8
Forms/further details for this post only from/to District Education Officer, Education Offices, Town Hall, Blackburn.

BLACKBURN ST. JOHN RIGBY R.C. HIGH (AIDED)
North Road, Blackburn
(638 on Roll; mixed 11-16)
DEPUTY HEADTEACHER — GROUP 9

LYTHAM ST. ANNES ST. BEDE'S R.C. HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham
(828 on Roll; 11-16)
SECOND MASTER/MISTRESS — GROUP 9

OSWALDTWISTLE RHYDDINGS COUNTY HIGH
Accrington (1050 on roll)
SCALE 4 — HEAD OF ENGLISH

OSWALDTWISTLE RHYDDINGS COUNTY HIGH
Accrington (1050 on Roll)
SCALE 1 — MUSIC AND GENERAL SUBJECTS

BILLINGTON ST. AUGUSTINE'S R.C. HIGH (AIDED)
Elker Lane, Billington
(948 on Roll)
SCALE 1 — FRENCH (GERMAN AND SPANISH WOULD BE AN ADVANTAGE)

14546)

Cornwall Education Committee
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

Comprehensive School

Falmouth School, Trescobeas Road, Falmouth, Cornwall TR11 4LH
Group 12, No. on Roll 1834, Sixth Form of 229.
MATHEMATICS TEACHER — SCALE 1
Required for September, 1984, Fully qualified teacher of mathematics to all abilities up to advanced level. Ability to teach the full breadth of topics up to this level is desirable. The school is also a pilot school for the S.M.P. 11-16 course and enthusiasm and interest in this type of course is essential.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headteacher.

Helston School, Church Hill, Helston, Cornwall TR13 8UB. Group 13, No. on Roll 1580, Sixth Form of 205.
COMBINED SCIENCE SCALE I.
Applications are invited from well qualified Science teachers who have an interest in Combined Science teaching, particularly in years 1 and 2. The person appointed will be expected to contribute to specialist Science teaching in years3 and above, and ; opportunities to teach to examination level are available.
Application form/further details from the Headteacher on receipt of a S.A.E.
ENGLISH — SCALE I
Applications are invited from well qualified teachers of English for this post, which provides opportunities for teaching particularly in middle and upper School up to and including 'A' level.
Application form/further details from the Headteacher on receipt of a S.A.E.

Launceston College, Dunheved Road, Launceston, Cornwall (Group 11 No. on Roll 1179 Sixth Form of 110
HEAD OF HISTORY — SCALE 3
A graduate is required to take charge of the History Department at Launceston College from September 1984.
Please apply by letter as soon as possible including all curriculum vitae to the head teacher, Launceston College with the names and addresses of two referees.

Newquay Tretherras School, Trevenson Road, Newquay, Cornwall TR7 3BH
Group 12, No. on Roll 1600
Sixth Form of 225
ASSISTANT TEACHER OF ENGLISH SCALE I
Required for September, 1984, a teacher for this large and vigorous department. Language activity and learning of all kinds is encouraged both in the classroom and with a heavy commitment outside the classroom. An enthusiastic but disciplined teacher with an interest in all ages and abilities is required. Outside interests are important.
Application form/further details from the Headteacher on receipt of a S.A.E.

TEACHER OF HISTORY — SCALE I
Required for September, 1984, a teacher of History to teach over the whole ability range, up to 'O' and C.S.E. Level.
Willingness to teach/interest in Citizenship, and integrated History and Geography.
Application form/further details from the Headteacher on receipt of a S.A.E.

TEACHER OF PHYSICAL EDUCATION — SCALE I
Required for September, 1984, a Physical Education teacher with a particular interest in the full range of girls major sports. The ability to develop some specialist interest will be important and health education should be a second/subsidiary subject.
Application form/further details from the Headteacher on receipt of a S.A.E.

Saltash School, Wearde Road, Saltash, Cornwall PL12 4AY Group 11
No. on Roll 1240 Sixth Form of 130
COMPUTER EDUCATION — SCALE 2
Required for September, 1984, teacher in charge of Computer Education. The successful candidate will have responsibility for organising the option courses in computer studies, as well as forming links with colleagues in other departments who may wish to use the Computer facilities in their own subjects. The successful candidate will also be expected to undertake a share of the mathematics teaching within the school and an ability to teach up to 'A' level would be a distinct advantage.
Application form/further details from the Headteacher on receipt of S.A.E.

PHYSICS — SCALE I.
Required for September, 1984, a well qualified graduate to teach Physics to all ages and abilities, including 'A' Level. An interest in electronics would be an added recommendation. The successful candidate will also be expected to teach the first year environmental science course, which has a considerable rural studies context.
Application form/further details from the Headteacher on receipt of a S.A.E.

Wadebridge School, Genvena Hill, Wadebridge, Cornwall PL27 6BU
Group 10 No. on Roll 1102
RELIGIOUS EDUCATION — SCALE I
Required for September 1984, an enthusiastic teacher of Religious Education Scale I (in this school in a delightful area of North Cornwall. The successful candidate will work within this small but highly efficient department, be expected to teach across the whole ability and age range through to public examinations at 16+, and contribute to continuance of links with community activities.
Application form/further details from the Headteacher on receipt of a S.A.E.

Primary Headship
Applications are invited from suitably qualified teachers for the Headship of the following school:
Sennen C. P. Junior & Infant School Sennen, Penzance, Cornwall Group 2
Available from 1st September, 1984.
Closing date 1st June, 1984.
Application form and further details available on receipt of a S.A.E. from the Secretary for Education, County Hall, Truro, Cornwall TR1 3BA.

(4221)

Cornwall

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.
Director of Education

Required for September 1984.

REQUIRED FOR SEPTEMBER 1984

SCALE 2 POSTS & ABOVE

SECOND IN MATHEMATICS DEPARTMENT (SCALE 3)
Frodsham High
Queensway, Frodsham, via Warrington, WA6 6RP
Mixed Group 11 High
Suitably qualified and experienced. Ability to offer Computer Studies to 'A' Level an advantage. Letters of application with C.V. to reach the Headteacher as soon as possible. S.A.E. for further details. Closing date 15th May 1984.

SECOND IN MATHEMATICS DEPARTMENT (SCALE 3)
The Ruskin County High
Ruskin Road, Crewe
Tel: Crewe 60514
Group 10 780 on roll
6 F.E. 11-16 High
Experienced, well qualified and expected to teach to 'O' Level and to take substantial responsibility within the department. Computer Studies experience an advantage. Write or phone immediately for forms and details to the Headmaster at the school.

SCALE 1 POSTS

FRENCH AND GERMAN
Tarporley County High
Eaton Road, Tarporley
Tel: 08293 2830
Oral proficiency essential; possibility of 'A' Level work. Temporary post for one term in first instance to cover maternity leave. Closing date 23rd May 1984.

MATHS
Great Sankey County High
Barrow Hall Lane,
Great Sankey, Warrington, WA5 3AA
Tel: 0925 724118
Qualified graduate to join successful and energetic department. Opportunity to teach up to JMB 'A' Level Further Mathematics. Successful candidate will have access to extensive computer hardware including Nascom with network of BBC Machines. Interest in extra curricular activities desirable. Closing date 25th May 1984.

GRADUATE CHEMIST
Winsford Verdin Comprehensive
High Street, Winsford
Mixed 11 to 18 years; 1173 on roll; VI Form 90
To share in the teaching of Lower School 4-year 1-3i Science and Chemistry in the Upper School, including 'A' level work. Closing date 25th May 1984.

MATHEMATICS
Frodsham High
For school details see under "Scale 2 Posts & Above".

R.E. SPECIALIST
Great Sankey County High
Barrow Hall Lane, Great Sankey,
Warrington WA5 3AA
Qualified graduate to join thriving R.E. department and play an active part in lower school Integrated Humanities. Candidates should be able to offer English or Geography as a second subject. Interest in extra curricular activities welcome.
Further details and requests from Headmaster. Closing date for applications Friday 25th May 1984. (4516)

Scale 1 Secondary Vacancies

GENERAL SCIENCE
(to CSE, specific discipline to 'O' and 'a' levels).
Belper High School, Kilburn Road, Belper, Derby, DE5 1RZ (Tel: Belper 6281/2) (13-18 NOR 883)

PHYSICS
Long Eaton School, Tamworth Road, Long Eaton, Nottingham, NG10 1BE (Tel: Long Eaton 68637) (11-18 NOR 1528)

BUSINESS STUDIES
GERMAN (French also Lower School)
Swanwick Hall School, Swanwick, Derby, DE55 1AE (Tel: Lesbrooks 602106) (11-18 NOR 1365)

MATHEMATICS
PHYSICAL SCIENCE
SPECIAL NEEDS
FRENCH/GERMAN
Mortimer Wilson School, Grange Street, Alfreton, Derby DE5 7JA (Tel: Alfreton 2331) (11-18 NOR 1590)

FRENCH AND GERMAN
Sandiacre Friesland School, Nursery Avenue, Sandiacre, Nottingham NG10 5HG (Tel: Sandiacre 397326) (11-16 NOR 845)

ART/TEXTILES
PE (with second subject)
Sinfin School, Farmhouse Road, Sinfin, Derby DE2 3AR (Tel: Derby 769174) (11-16 NOR 878)

MATHEMATICS (to 'A' level)
Woodlands School, Blenheim Drive, Allestree, Derby DE3 2LW (Tel: Derby 551821/2) (11-16 NOR 1228)

MUSIC (to 'O' and 'A' level, to assist with choral work)
St Mary's RC High School, Newbold Road, Upper Newbold, Chesterfield, S41 8AG (Tel: Chesterfield 201191) (11-18 NOR 920)

Application forms and further details (SAE please) from the Headteachers to be returned as soon as possible.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

(4516)

DERBYSHIRE County Council

SECONDARY MATHEMATICS continued

SUTTON
LONDON BOROUGH OF SUTTON EDUCATION DEPARTMENT WILLINGTON BOYS' SCHOOL
Croydon Road, Wallington, Surrey SM6 7NB
Tel: 01-647 2535
MATHS Scale 3
(approx. 680 on roll with secondary 5th form of 160)
MATHS/SCIENCE Scale 1
Required September 1984 for this selective school an assistant to teach Maths to advanced level, for suitable applicant Maths with Science to teach Science in the junior school. Candidates' specialisms will contribute to the wide range of extra curricular activities e.g. in maths, computing, games, etc.
Apply by letter to the Head Teacher, enclosing c.v. and names and addresses and telephone numbers of 2 referees. (19323) 133482

WARWICKSHIRE
ETONE SCHOOL
Leicester Road, Nuneaton CV11 6AA
(12 - 16 comp. n.o.r. 572)
MATHEMATICS teacher for September 1984 to teach mainly courses taught throughout the school. Help with computer studies an advantage but not essential.
Further details and application form available from the Head at the school. (19444B) 133492

WARWICKSHIRE
HARTSHILL SCHOOL
Church Road, Hartshill, Nuneaton CV10 0NA
(12 - 16 comp. n.o.r. 850)
A teacher of MATHEMATICS to teach the subject throughout the school to CSE and 'O' level standard. Closing date 21st May 1984.

WEST SUSSEX
BOGNOR REGIS SCHOOL
Westlands Lane, Bognor Regis PO21 5LH
(Group 13 Mixed Comprehensive 11 - 18 1700 on roll)
Required September 1984
Scale 3 teacher of Mathematics. The successful candidate would join a large department that caters from C.S.E. to A level Further Mathematics and would be expected to teach to C.S.E. and 'O' level classes. There is a possibility of some A level teaching if specialist staff qualified or experienced person. Possibility of assistance with removal and resettlement expenses in approved cases.
Form and details from Headmaster, S.A.E. please. Closing date 25th May 1984. (19303) 133422

WEST SUSSEX
BOGNOR REGIS SCHOOL
Westlands Lane, Bognor Regis PO21 5LH
(Group 13 Mixed Comprehensive 11 - 18 1700 on roll)
Required September 1984
Scale 1 teacher of Mathematics. The successful candidate would join a large department that caters from C.S.E. to A level Further Mathematics and would be expected to teach to C.S.E. and 'O' level classes. There is the mainly with first and second year pupils but there will be some teaching in the main school possibly up to C.S.E. or 'O' level. Possibility of assistance with removal and resettlement expenses in approved cases.
Form and details from Headmaster. S.A.E. please. Forms to be returned as soon as possible. (19509) 133482

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9QR
Tel: Swindon (0793) 815884
Required for September 1984 to staff this newly-established purpose-built mixed 11-16 comprehensive school with 1000 on roll.
Well qualified teacher of Mathematics Scale 2 to join a strong department.
Assistance with removal and lodging allowance in approved cases.
Please apply to the Headmaster enclosing a.s.a.e. for application form. Closing date 2 weeks from publication of this advertisement. (19330) 133422

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
Tel: (0249) 651216
Mixed 11 - 18
Comprehensive. NOR: 930
Required for September, teacher of MATHEMATICS (5/10 part time) mainly for one year, mainly in years 7 to 11 in a highly successful Mathematics Faculty where the 'Integrated Maths Scheme' has been introduced. The person appointed will also be required to assist in teaching within a well-established year system.
Further details available from the Headmistress from receipt of s.a.e. (19581) 133422

Modern Languages

Heads of Department

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH SCHOOL
Kirkby Lonsdale, Carnforth, Lancs LA6 2SF
(Mixed Comp. 11 - 18 years, 698 on roll) inc. boarding
Required for September 1984, or as soon as possible thereafter, an enthusiastic and experienced teacher to be Head of Modern Languages. Ability to teach French to 'A' level essential. Scale 3.
Application by letter giving c.v. and names of two referees to the Headteacher, John Wilson, to reach him by May 25th. Further details please Tel: (04683) 71218 during normal school hours). (19311) 133618

ESSEX
ST JOHN'S
COMPREHENSIVE SCHOOL
Tower Road, Epping CM16 5EN
Tel: Epping 73028/9, 72184 (Roding 3501)
HEAD OF MODERN LANGUAGES Scale 4
Required September, 1984. French taught from 11 years, German from 12 years, Latin from Year 9. Degree or 'A' level. Latin from Year 9. Strong department, well equipped.
C.V. and letter of application to Headteacher of the school, as soon as possible (foolscap s.a.e. please). (19555) 133518

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE & MALLING GIRLS' GRAMMAR SCHOOL
Brigande Gardens, Tonbridge TN9 2LR
Head of French Department required for September 1984.
A well qualified, experienced graduate to teach French throughout the school to 'O' level/C.S.E. Certificate of Education level.
Ability to teach German, though not essential, would be an advantage.
Apply to the Headmaster at the School. (19554) 133618

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
MANOR HIGH SCHOOL
Manor Avenue, Crosby, Liverpool L23 7UR
HEAD OF LANGUAGES DEPARTMENT
Scale 4
Required for September 1984. Experienced Graduate for this important post. French throughout school and German up to and including 'A' level. Apply immediately by letter to the Headteacher, giving full curriculum vitae, names and addresses of two referees and s.a.e. Closing date 21st May 1984. (19118) 133618

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM MORRIS SENIOR HIGH SCHOOL
Chingford Road, London E17 4PJ
REQUIRED FOR SEPTEMBER 1984
HEAD OF MODERN LANGUAGES Scale 4
Good all round teacher of French and Spanish with ability to take responsible part in the running of a successful department. The school is organised in 3 terms of 13 weeks each year, and the successful candidate will be expected to participate in this system.
C.V. and letters of application, with the names of two referees to the Headteacher, John Anderson, by 25th May 1984. Education circular 1/77 applies. Further details from the Headteacher.

NORTH YORKSHIRE
COUNTY COUNCIL
RICHMOND SCHOOL
Darlington Road, Richmond DL10 7BG
Co-educational 1488 pupils, 11 - 18. Sixth Form 310
Required for September 1984
Teacher for LANGUAGES, an experienced graduate to German across the age and ability range. Scale 3 for responsibilities within a Languages Department with an interesting range of courses. Candidates should indicate those areas in which they are able to contribute strongly.
Applicants should also state what help might be offered outside the classroom.
Application forms (s.a.e. if sent to the Headmaster, 4 Mowbray Road, Richmond DL10 4DA
Further details from the Headmaster, John Anderson, BA.

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT TEACHER MODERN LANGUAGES
Scale 2
OUR LADY OF FATIMA R.C. COMPREHENSIVE (MIXED)
Townsend Lane, Liverpool L6 0BJ
Required for September, 1984. The applicant would preferably offer Spanish and French.
Application form obtainable (S.A.E.) from the Headteacher at the school.
Please quote ref. no. F/M 1432/16). To be returned by 21st May, 1984.
The City Council is an Equal Opportunity Employer and welcomes applications regardless of race, sex, marital status or disability. (05868) 133618

WIGAN
METROPOLITAN BOROUGH OF WIGAN
St. JOHN FISHER R.C. HIGH SCHOOL
Bamfurlong, Springfield, Wigan WN6 7BN
Tel: Wigan 41701
11 - 16 mixed comprehensive
Required September, 1984 **FRENCH Scale 3.**
Application forms and further particulars available from and returnable to the Head Teacher as soon as possible). Closing date 8th May 1984. Ref.A.19. (19211) 133618

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive; 1480 on roll)
Headmaster: D. J. W. Williams, M.A.
Required for September 1984 as an assistant teacher of FRENCH 9 or 10 periods per week to the Modern Languages Department and to take the subject throughout the school up to 'O' and 'A' level. Ability to teach GERMAN to an elementary level would be desirable. Scale 2 post.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, John Anderson, Roofcot Grammar School, Wagon Lane, Bingley BD16 1EE to whom completed forms should be returned by 23 May 1984.
Reference ET 3808A/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19515) 133620

CAMBRIDGESHIRE
THE QUEEN'S GIRLS' SCHOOL
Queens Road, Wisbech, Cambs PE13 2PA
Tel: Wisbech 585991
TO BECOME QUEEN'S SCHOOL
Wisbech
(11 - 16 Mixed Comprehensive)
HEAD OF MODERN LANGUAGES Scale 3
REQUIRED FOR SEPTEMBER 1984
An experienced teacher of French to teach girls across the age and ability range. In this well equipped and enthusiastic department able to offer interest in graded objectives and the ability to offer some German would be an advantage.
Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Headmistress by 18th May 1984. (19178) 133620

EALING
LONDON BOROUGH
EDUCATION SERVICE
ELTHORNE HIGH SCHOOL
Elthorne Road, Hanwell, W7 2JG
Required for the Summer Term 1984 temporary teacher of German (temporary post) to teach from 3rd to 6th year. The person appointed will be expected to teach A level German.
Application forms from the Chief Education Officer, Reading Street, Wembley, Middx HA9 7AD or Elthorne High School, Hanwell Bridge Road, Ealing, W7 (SAE) to be returned by 18th May 1984. (19665) 133630

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Britwell Road, Wallingford OX10 8DE
Group 11. Roll 1150. (130 in 6th Form)
Required for September 1984, a well qualified and experienced teacher of French and Spanish to teach throughout the school and assist in the running of a successful department. The school is organised in three terms of 13 weeks each year, and the successful candidate will be expected to participate in this system.
Reference ET 3808H/TES.
Application forms and further particulars available from and to be returned to the Education Officer, County Hall, Oxford OX1 1ND. Closing date 18th May 1984.

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL BECKFOOT GRAMMAR SCHOOL
Company member, mixed, 13 - 18 years. 1030 on roll; 130 in Sixth Form
Required for September 1984 as second in the Modern Languages Department and to teach the subject throughout the school up to 'O' and 'A' level. FRENCH and GERMAN to an elementary level would be desirable. Scale 2 post.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, John Anderson, Roofcot Grammar School, Wagon Lane, Bingley BD16 1EE to whom completed forms should be returned by 23 May 1984.
Reference ET 3808I/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19516) 133620

CAMBRIDGESHIRE
THE QUEEN'S GIRLS' SCHOOL
Queens Road, Wisbech, Cambs PE13 2PA
Tel: Wisbech 585991
TO BECOME QUEEN'S SCHOOL
Wisbech
(11 - 16 Mixed Comprehensive)
REQUIRED FOR SEPTEMBER 1984
HEAD OF MODERN LANGUAGES Scale 3
An experienced teacher of French to teach girls across the age and ability range. In this well equipped and enthusiastic department able to offer interest in graded objectives and the ability to offer some German would be an advantage.
Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Headmistress by 18th May 1984. (19178) 133620

EALING
LONDON BOROUGH
EDUCATION SERVICE
ELTHORNE HIGH SCHOOL
Elthorne Road, Hanwell, W7 2JG
Required for the Summer Term 1984 temporary teacher of German (temporary post) to teach from 3rd to 6th year. The person appointed will be expected to teach A level German.
Application forms from the Chief Education Officer, Reading Street, Wembley, Middx HA9 7AD or Elthorne High School, Hanwell Bridge Road, Ealing, W7 (SAE) to be returned by 18th May 1984. (19665) 133630

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Britwell Road, Wallingford OX10 8DE
Group 11. Roll 1150. (130 in 6th Form)
Required for September 1984, a well qualified and experienced teacher of French and Spanish to teach throughout the school and assist in the running of a successful department. The school is organised in three terms of 13 weeks each year, and the successful candidate will be expected to participate in this system.
Application forms and further particulars available from and to be returned to the Education Officer, County Hall, Oxford OX1 1ND. Closing date 18th May 1984.

SECONDARY MODERN LANGUAGES continued

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL BRADLEY GRAMMAR SCHOOL
Bradley Road, Bingley BD16 1TH
Comprehensive Upper School, 11 - 18 mixed, 1,040 on roll (230 in Sixth Form)
Headmaster - Mr I. Plimmer.
Required for September 1984, a teacher of German. Scale 1.
Applicants must be willing to contribute to the Games programme and help with Exchange visits.
Application forms and further details may be obtained (s.a.e. please) from Mrs J.O. Curtis, Clerk to the Governors, 11 Mayfield Grove, Sandpeds, Keighley BD20 6JS, to whom completed forms should be returned by 21st May 1984.
Reference ET 3778A/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19510) 133622

BROMLEY
LONDON BOROUGH OF BROMLEY
SAVERNAKE COURSE FOR GIRLS
Hayes Lane, Bromley, Kent BR1 5BG
Required September 1984, teacher of French to C.S.E. and 'O' level. Scale 1 to Scale 3. Please state second subject(s).
Application forms are obtainable from and to be returned by 7th June 1984. (03238) 133622

CHESHIRE
THE KING'S SCHOOL
Macclesfield, Cheshire
Well qualified graduate to teach French and German at all levels required for September 1984. Ability to offer positive appreciation of learning and teaching skills, first hand experience of Germany and a keen desire to be involved in a lively and developing exchange relationship and contribute to extra curricular activities are essential.
New entrant or individual seeking first promotion preferred.
Salary according to the King's School Scale.
Applications by letter with curriculum vitae, details of second language, date available, interests and names of two referees to the Headmaster as soon as possible. (19359) 133622

DONCASTER
DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QB
Tel: Doncaster 831385
Required September, a teacher of German to 'O' and 'A' level.
A one year contract in the first instance.
Scale 3 13 - 18 Co-ed 1239 on roll
Application forms and particulars available from the Headteacher at the School (Ref.19/84) 133622

EALING
LONDON BOROUGH
EDUCATION SERVICE
HEAD OF MODERN LANGUAGES DEPARTMENT
EALING HIGH SCHOOL
Montpelier Road, Ealing, London W5 2QN
Required September 1984, a well qualified teacher of French and Spanish to teach throughout the school. Ability to teach German would be an advantage.
Application forms and further particulars (s.a.e. please) from the Headteacher, Mr. Peter Ashton, to whom completed forms should be returned by 23rd May 1984.
Reference ET 3808J/TES.
Ealing is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19517) 133620

HAMPSHIRE
DAY HOUSE SCHOOL
Alverstoke, Gosport, Hants. PO12 2DR
(11 - 18 mixed comprehensive on roll)
Required September 1984
FRENCH Scale 1 teacher specialising in French to pass up to 'A' level for university entrance.
Full curriculum vitae and names and addresses of two educational referees to the Headmaster. (17296) 133622

HAMPSHIRE
THE NEW FERNHAM ST. ANNE'S SCHOOL
11 - 18 mixed Comprehensive 1,068 on roll
Required September
FRENCH Scale 3
Applications should be made in the first instance with curriculum vitae and names of two referees and be sent to the Headmaster, The Bishopsfield Road, Fareham, Hants. PO14 1NS. (19538) 133622

HARINGEY
Progress with Humanity
ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, London N22 5HN
Roll 1050 boys and girls
Tel: 01-888 7193
Headmaster: Mr. P.T. Fox.
FRENCH Scale 1
Required for September 1984; well qualified teacher with the ability to offer the subject to 'O' level. Courses are offered to all levels.
Inner London Allowance (£987) payable.
Removal Expenses - 100% allowed in approved cases.
Applicants seeking their first appointment may wish to apply.
Application forms and further details are available from the Headmaster of the School and are to be returned to him as soon as possible. (19101) 133622

RUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY GRAMMAR SCHOOL
Queensgate, Beverley HU17 8DT
(4 form entry boys' 11 - 18 voluntary aided comprehensive. N.O.R. 600)
FRENCH - SCALE 1
(FRENCH/GERMAN)
Required for September, 1984, for one year only, a teacher of French to teach throughout the school.
Apply by letter with C.V. and the names of two referees to the Headmaster by 21st May 1984. (19329) 133622

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY HIGH SCHOOL
Norwood, Beverley HU17 9EX
(6 Form Entry, 11 - 18 Girls' Comprehensive. N.O.R. 710)
FRENCH WITH GERMAN - SCALE 1
Required for September, 1984, a graduate to teach French to 'A' level with German to 'O' level and C.S.E. French also taught in sets across the ability range from years 7 and 8 for C.S.E., G.C.S.E. 'O' and 'A' levels.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 21st May, 1984. (19430) 133622

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HOLDERNESS SCHOOL
Station Road, Preston, Hull HU12 8UZ
(Rural Co-ed Comprehensive. 11 - 18 years, N.O.R. 1372: 176 in Sixth Form)
MODERN LANGUAGES - SCALE 1
Required for September 1984 a versatile and open-minded teacher. There is a new post within an established department offering French and German across the ability range.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 21st May 1984. (19433) 133622

KENT
MODERN LINGUIST SEVENOAKS SCHOOL
See Page No. 79. (19145) 133622

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
TAFF FELY DISTRICT
CYNCOED COMPREHENSIVE SCHOOLS TONYREFAIL
Graduate in FRENCH to share in the teaching of the subject throughout the School. Some examination work will be available to a suitable candidate. An active interest in dramatic work, sport through good proficiency, as well as in developing exchange programmes is essential. Scale 1.
Application forms obtainable from the District Education Office, The Grange, Pontypridd, CF37 2SH. Tel: Pontypridd 405800.
Applications received will be considered only after teaching staff who are to be redundant and other Mid Glamorgan teaching staff have completed a CANVASSING WILL DISQUALIFY.
K.S. Hopkins, Director of Education. (19440) 133622

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
CYNON VALLEY DISTRICT
COMPREHENSIVE SCHOOLS
GLASCOED
Enthusiastic Honours Graduates required to introduce and develop a second foreign language to 'O' and 'A' level. Applicants must have a good supporting qualification in French and be able to offer this language to at least 'O' level. Applications from those with a knowledge of graded objectives in the teaching of languages would be especially welcomed. Ability to offer spoken proficiency in Spanish and French would be a willingness to develop pupils exchange links with Spain and France essential. Scale 1.
Applications received will be considered only after teaching staff who are to be redeployed and other Mid Glamorgan teaching staff have been considered.
CANVASSING WILL DISQUALIFY.
K.S. Hopkins, Director of Education. (19440) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE COURT GRAMMAR SCHOOL
Broadway, Sittingbourne ME10 4PT
FRENCH TEACHER Scale 1
Required for September 1984, a graduate to teach French to 'O' and 'A' level, with ability to help with German would be an advantage. Exchanges take place with three schools in France.
Dene Court is a co-educational comprehensive school on a 44½ acre site with 1118 pupils (300 in the Sixth Form), housed in modern buildings in a pleasant residential district.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae should be sent to the Head Master by 31st May, 1984.

SIMON LANGTON GIRLS' GRAMMAR SCHOOL
Old Dover Road, Canterbury, Kent
Required for September a teacher of German to 'O' level (with scope to teach to 'A' level). The department offers good prospects for promotion. Ability to help with extra-curricular activities is recommended.
Handsomely sited on the outskirts of this University city, entry to this grammar school has a strong catchment links with primary schools start in Years 7 and 8 and the department helps develop both written and oral work in three languages.
Detail may be obtained from the Headmaster (Canterbury 464711) to whom a letter of application should be written stating qualifications and experience in full and giving the names of two referees. Enclose stamped, addressed envelope for details and application to be received by 18th May. (19562) 133622

NORFOLK
SPROWSTON HIGH SCHOOL
Cannerby Lane, Sprowston, Norwich
Scale 1 Teacher German with French
Required for September 1984, a lively work which will maybe available.
Application forms from and further details from the Head-teacher at the school (s.a.e. please). (19503) 133622

NORFOLK
ST. CLEMENTS HIGH SCHOOL
Churchgate Way, Terrington St. Clement, Nr. King's Lynn PE34 4LZ
Roll: 680 mixed (Group 9) 11 - 16 years
SCALE 1 GERMAN/ FRENCH
Required September 1984.
Apply by letter, giving names of two referees and c.v. to the Headmaster from whom further particulars (s.a.e. please) are available.
Closing Date: 21st May 1984. (19580) 133622

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORHAM HIGH SCHOOL
Ainwick Avenue, North Shields NE29 7BU
Headteacher: Mr. A. R. Moyes, B.A.
Required for 1st September 1984
Scale 1 TEACHER of FRENCH up to 'O' level. Willingness to teach Russian or German an advantage.
Applications are available on receipt of a s.a.e. addressed to the Headteacher to whom they should be returned as soon as possible. (19605) 133622

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road, Northampton NN2 7AF
Required for September a full time Language teacher of French and Italian. The teacher will join a team of nine at Kingsthorpe Upper School, the school a 13716 coeducational comprehensive school where all students follow a course of language study.
Letter of application to the Headmaster. (19533) 133622

NORTHAMPTONSHIRE
PRINCE WILLIAM UPPER SCHOOL
Herne Road, Oundle, Peterborough PE8 4ES
See under 'History Section - Scale 1'. (19173) 133622

OXFORDSHIRE
COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Britwood Road, Didcot OX11 0DA
(11 - 18 Comprehensive. Roll 1000 (sixth form 130)
Required for September 1984, by mid-July qualified teacher of Modern Languages to teach **GERMAN/FRENCH SCALE 1**
Required September 1984 a well qualified linguist/musician to teach German throughout the School. Courses to CSE, GCE 'O' and 'A' levels and an established 6th form. Ability to teach German to 'A' level essential.
Apply by letter to the Head Teacher at the school, giving full c.v. and names and addresses of 2 referees. (19315) 133622

WEST SUSSEX
THE MANHOOD HIGH SCHOOL AND COMMUNITY CENTRE
Selsfield Lane, Sidlesham, Chichester PO20 7RH
(Group 9 mixed comp. 615 on roll)
Required September 1984 temporary post (6/10ths) teacher for German up to 'O' level.
Form and details from Headmistress on receipt of s.a.e. Closing date 18th May 1984. (07251) 133622

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1450 on roll)
Headmaster: D. J. W. Williams, M.A.
Required for Autumn Term, 1984 and teacher of **FRENCH** to teach the subject throughout the school including possibly 'O' and 'A' level. Scale 2 post. Ability to help with GERMAN would be an advantage.
Applications by letter with c.v. to the Headmaster, John Anderson, Roofcot Grammar School, Wagon Lane, Bingley BD16 1EE to whom completed forms should be returned by 23 May 1984.
Reference ET 3808K/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19518) 133620

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
REQUIRED FOR SEPTEMBER 1984
WOLVERHAMPTON GIRLS' HIGH SCHOOL
(11 - 18, 3 form entry comprehensive)
SCALE 3 - RUSSIAN
Required to teach Russian to 'O' and 'A' level. Ability to offer as a second subject is desirable.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RP (s.a.e. please) and they should be returned within 14 days of receipt. Closing date 18th May 1984 (s.a.e. please).
Wolverhampton Council welcome application from all suitably qualified persons irrespective of an individual's racial origin, marital status or sex and from people with disabilities who have the necessary aptitudes to do the job. 133622

SUTTON
LONDON BOROUGH OF SUTTON
CHEAM HIGH SCHOOL
Malcolmsaint Road, Cheam, Surrey SM3 8JY
Tel: 01-644 8790
(11 - 18 mixed, 1000 (plus 180 in sixth form) on roll)
Required for September 1984, by mid-July qualified teacher of Modern Languages to teach **GERMAN/FRENCH SCALE 1**
Required September 1984 a well qualified linguist/musician to teach German throughout the School. Courses to CSE, GCE 'O' and 'A' levels and an established 6th form. Ability to teach German to 'A' level essential.
Apply by letter to the Head Teacher at the school, giving full c.v. and names and addresses of 2 referees. (19315) 133622

WEST SUSSEX
THE MANHOOD HIGH SCHOOL AND COMMUNITY CENTRE
Selsfield Lane, Sidlesham, Chichester PO20 7RH
(Group 9 mixed comp. 615 on roll)
Required September 1984 temporary post (6/10ths) teacher for German up to 'O' level.
Form and details from Headmistress on receipt of s.a.e. Closing date 18th May 1984. (07251) 133622

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1450 on roll)
Headmaster: D. J. W. Williams, M.A.
Required for Autumn Term, 1984 and teacher of **FRENCH** to teach the subject throughout the school including possibly 'O' and 'A' level. Scale 2 post. Ability to help with GERMAN would be an advantage.
Applications by letter with c.v. to the Headmaster, John Anderson, Roofcot Grammar School, Wagon Lane, Bingley BD16 1EE to whom completed forms should be returned by 23 May 1984.
Reference ET 3808K/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (19518) 133620

SHEFFIELD
MOUNT ST MARY'S R.C. HIGH SCHOOL
ENGLISH teacher **REQUIRED** SEPTEMBER 1984
Graduate with full 'O' and 'A' level passes in **FRENCH** and **GERMAN/ITALIAN** to A level, and to teach in mixed Sixth Form. Willingness to coach games an advantage.
Application forms available on receipt of s.a.e. addressed to the Headmaster, Mount St Mary's College, Spinkhill Via Sheffield S31 9TT, to whom they should be returned as soon as possible. (19603) 133622

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road, Northampton NN2 7AF
Required for September a full time Language teacher of French and Italian. The teacher will join a team of nine at Kingsthorpe Upper School, the school a 13716 coeducational comprehensive school where all students follow a course of language study.
Letter of application to the Headmaster. (19533) 133622

NORTHAMPTONSHIRE
PRINCE WILLIAM UPPER SCHOOL
Herne Road, Oundle, Peterborough PE8 4ES
See under 'History Section - Scale 1'. (19173) 133622

SUFFOLK
MILDENHALL UPPER SCHOOL
Burt Road, Mildenhall
Mixed Comprehensive 13 - 18 1,300 on roll
Required from 1st September, 1984 for the Autumn Term only, a temporary teacher of **FRENCH** with some German and Spanish to cover the absence of a female Modern Languages Department.
Closing date: 25th May, 1984. (0154) 2531 13718
Co-educational comprehensive school where all students follow a course of language study.
Letter of application to the Headmaster. (19334) 133622

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
SCHOOL FOR GIRLS
Wellington Road, Wallington, Surrey SM6 0TE
Tel: 01-647 4848
FRENCH/GERMAN SCALE 1
Required September, 1984, for this attractive school, a fully qualified graduate to teach French to CSE, GCE 'O' and 'A' levels and German to CSE and 'O' level.
Apply by letter to the Headteacher, enclosing curriculum vitae and names and addresses of two referees. (19569) 133622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
REQUIRED FOR SEPTEMBER 1984
WOLVERHAMPTON GIRLS' HIGH SCHOOL
(11 - 18, 3 form entry comprehensive)
SCALE 3 - RUSSIAN
Required to teach Russian to 'O' and 'A' level. Ability to offer as a second subject is desirable.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RP (s.a.e. please) and they should be returned within 14 days of receipt. Closing date 18th May 1984 (s.a.e. please).
Wolverhampton Council welcome application from all suitably qualified persons irrespective of an individual's racial origin, marital status or sex and from people with disabilities who have the necessary aptitudes to do the job. 133622

Required for September 1984:

PRIMARY
ST. WINEFRIDE'S R.C. SCHOOL, HOLYWELL
(150 pupils)
HEAD TEACHER — GROUP 3
(Re-advertisement — previous applicants need not re-apply.)
Applications are invited from suitably qualified practising Roman Catholic teachers for this post. The vacancy occurs due to the promotion of the present Head.
Please apply by letter, giving full curriculum vitae and names and addresses of three referees, to Rev. Fr. Owen McGreal, P.O., St Winefride's Presbytery, 18 Well Street, Holywell, Clwyd, CH8 7PL. Further particulars may be obtained by telephoning Holywell 713181. Closing date for the receipt of applications May 21st.

LLANRHAEADR Y.M. C.P. SCHOOL
(80 pupils)
DEPUTY HEAD TEACHER — GROUP 2
Welsh essential, Music desirable. Knowledge of Infant Education essential.
HANMER V.P. AIDED SCHOOL, Nr. Whitechurch
INFANT TEACHER
Scale 2 available for suitably qualified and experienced candidate. Ability to teach Music throughout the school.

SPECIAL NEEDS
YSGOL TALFRYN, BRYNFORD, HOLYWELL
(Tel: Holywell 710668)
Residential/Day School — Group 5(S) for Children with Special Needs (Behaviours/Emotional Difficulties) Boys and Girls, age range 6-16.
Head — G. E. Austin
(1) ASSISTANT TEACHER — SCALE 1S/2S
A teacher qualified to work with secondary age children with an interest in Maths, Computers and Science is required. Experience of working with maladjusted children in a residential situation desirable.
The post will require a residential commitment in terms of extraneous duties with emoluments according to National agreement.
(2) ASSISTANT TEACHER — SCALE 1S
(Tem

SECONDARY MODERN LANGUAGES
continued

WILTSHIRE

TIDWORTH CASTLEDOWN SCHOOL Ludgershall, Andover, Hants.
(Andover 780778)

For September 1st, 1984.

Applications are invited for a scale 1 position to teach mainly French throughout this 11 - 16 mixed Group 9 Comprehensive School.

Letters of application to the Headmaster as soon as possible. (022883) 133622

Music

Heads of Department

BARNET

LONDON BOROUGH CHRIST CHURCH C.E. SCHOOL
Hillyn Avenue, Finchley, N12 Tel: 01-445 3343
V.A. Mixed Comprehensive.
Roll 590, 11 - 16 years
Required SEPTEMBER, 1984.
HEAD of MUSIC - Scale 3.
Suitably qualified and experienced teacher to sustain and develop enthusiastic and committed department, with wide range of musical activities and support enjoyed at all levels throughout school. Musically active Studies Faculty and to develop Music as a Specialist Course in the School's curriculum.
London Allowance (£987) payable.
Removal Expenses 100% allowed in approved cases.
Application forms from the Head of Education Services.
Closing date Wednesday, 23 May 1984.
Haringey is an equal opportunity employer. (03818) 133818

BROMLEY

LONDON BOROUGH OF BROMLEY
Required for September 1st 1984, Head of String Teaching (Scale 4 for suitably qualified and experienced teacher). A vitally successful professional orchestral experience would be an advantage.
Duties will consist of teaching in the Authority's schools, coaching various ensembles and the organisation of the department. There will be opportunities for conducting the orchestra from time to time. A car is essential.
Application forms and further details available from the Director of Education, The Priory, Homesdale Road, Bromley, Kent BR1 1XH (telephone 464 3333 ext 3).
to whom completed forms should be returned by 21st June 1984. (02283) 133618

HERTFORDSHIRE

ST. JOHN'S VOLUNTARY AIDED SCHOOL
Carlton Road, Harpenden, Herts. AL5 4TS
Head: The Rev I.D. Gillvis
DIRECTOR OF MUSIC
(Required at St George's Co-educational Comprehensive School, aged 11 - 18, boarding and Day School for September 1984. Ability to play the organ for Chapel Services essential. Scale 3 or 4 salary according to experience. Use of Steinway Grand. London Fringe Allowance.
Apply to the Headmaster at the School, from whom a full job description is available (003259) 133816

NEWHAM

LONDON BOROUGH OF NEWHAM
NEWHAM ACADEMY OF MUSIC
Stansfield Street, London E6 1NG
Teacher-in-Charge
Scale/Senior Teacher
Required: SEPTEMBER 1984.
QUALIFICATIONS AND EXPERIENCE
A application forms/further particulars (s.a.e. please) available from the Department of Education at Newham Academy of Music, Wakefield Street, E6, to whom completed forms should be returned by 18th May 1984.
EQUAL OPPORTUNITIES EMPLOYER (02877) 133818

NORFOLK

GREAT YARMOUTH HIGH SCHOOL
Salisbury Road, Gt. Yarmouth NR30 4LB
No. on Roll 1095 12 - 16
Scale 3 Head of Music
Required for September 1984.
Application by letter to the Headteacher at the school enclosing CV and the names of two referees.
Closing date 25th May 1984. (01458) 133818

OLDHAM
METROPOLITAN BOROUGH

SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton, Oldham

HEAD OF MUSIC - SCALE 3

Required for September 1984 at the 11 - 18 mixed comprehensive of about 950 pupils.

A competent pianist with an interest in brass bands and musical traditions is required. Music is taught to O and A Level.

Application forms (SAE) are available from the Head at the school to be returned to him by 21st May 1984. (19265) 133818

SOUTHAMPTON

KING EDWARD VI SCHOOL
Southampton SO9 4PE
(HMC: 850 pupils; 230 in Sixth Form)
Ninth Teacher required for September 1984: DIRECTOR OF MUSIC.
Salary as for independent schools section. (03883) 133818

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
THE RIDDLEWAY HIGH SCHOOL
Nocturn Avenue, Nocturn, Birkenhead, Merseyside L43 7SB
Form-entry Co-educational Comprehensive
REQUIRED FOR SEPTEMBER 1984
Well qualified and enthusiastic teacher of MUSIC - SCALE 3
Closing date Wednesday, 23 May 1984.
Applications as soon as possible by letter to the Headmaster at the school.
Wirral is an equal opportunities employer. (19265) 133818

Scale 2 Posts and above

ESSEX

MANNINGTREE COMPREHENSIVE SCHOOL
Colchester Road, Lawford, Manningtree
(Tel: Manningtree 2852
Head of MUSIC. Scale 2
Well established, successful, enthusiastic department with good facilities.
Letter of application, with full c.v. and names of two referees, to be sent to the Headteacher as soon as possible. (19818) 135820

HARINGEY
Progress with Humanity

FORTISMERE SCHOOL
Muswell Hill, London N10
Headmaster: A.H. Wilson, M.A.
Large mixed comprehensive school which opened in September 1983 in modern buildings with pupils of all abilities, including 285 students in the 6th form.
Required for September 1984; Teacher responsible for the curriculum and C.S.E. 2.
MUSIC
A qualified and capable Music Teacher is required to assume responsibilities for Music in the school during the accompaniment of the permanent post holder on sick leave for the next academic year. A Scale 3 post is presently available and possible but applications from resource/cost neutral experienced teachers for a Scale 2 or Scale 1 post will be welcomed. Music is taught across the age and ability range to CSE and O level. Music to A level envisaged.
The school receives a large number of musically interested pupils from primary schools. Instrumental tuition is available on a wide range of musical instruments. The Joint Head of Department is responsible for music in performance.
Application forms and further details are available from The Headmaster, Mrs. Jane Rhodes Avenue, London N22 5NA (Tel: 01-888 8282 or 92441).
Forms should be returned with a professional testimonial as soon as possible and not later than MONDAY 21st May 1984.
London allowance (£987) payable. Removal expenses 100% allowed in approved cases.
Haringey is an equal opportunity employer. (1930) 133820

HAVERING

LONDON BOROUGH OF HAVERING
THE NEAVE SCHOOL
Settle Road, Harold Hill, Romford RM4 2NX
Tel: Ingrebourne 3334
Headteacher: J.B. Quinn, M.A.
(Roll 624 mixed)
Experienced Teacher of Music. Scale 2 required for September 1984 to be in charge of Music Enthusiasm and ability looked for to exploit good facilities and develop potential from present lower school population. Ability to teach 40% of timetable in person relation course an advantage.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (19898) 135820

LONDON

OUR LADY'S COVENT HIGH SCHOOL
(R.C., V.A.)
Fernhurst Park, London N16 6XS
Roll 560
Required from September 1984 Grade 3 Head of Music. Present Department based on creative dance, music, with ability to emphasise on choral work, instrumental and extra curricular activities.
Applications to the Headmistress, Miss Mary Teresa Keegan, B.A. Applicants if not R.C. must be willing to abide by the ethos and liturgy of the school. Closing date for applications 18th May 1984. (19889) 135820

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
Required for September 1984, an Upper Strings Teacher, Scale 2, to teach in a range of activities. The successful to teach violin/viola. A car mileage allowance will be paid for attendances with the Authority's approved scale. Further details available from telephone 0924/CMC 364.
Required as soon as possible, a Woodwind Specialist music teacher, Scale 1, to teach upper strings.
Application forms available on receipt of S.A.E. addressed envelope, from Chief Education Officer's Education Department, 8 Bond Street, Wakefield, WF1 1QX to be returned by 25.5.84. (19824) 135820

Scale 1 Posts

HARROW

HARROW COUNCIL
WHITEFRIARS COMMUNITY SCHOOL
Full-time, part-time Brass teacher Scale 1 required for September 1984 to cover leave of teachers, leading all Brass instruments. Ability to give children, mainly in the Middle School, a good start to Brass lessons and also to introduce Jazz and Rock music. Enthusiasm and ideas on music in the community essential.
Application forms from and to Mrs. Cheryl Morrow, Deputy Head, Whitefriars, Harrow, Middx. HA3 5RH. Tel: 01-907 8231 (24 hour answering service).
Closing date 14th May 1984 and Interviews 17th May 1984. (19878) 135820

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of application is 21st May, 1984.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS

SCALE 1 POSTS

NW483 **ST. MARY'S R.C. COMPREHENSIVE SCHOOL**, (No. on roll: 920; 11-18 years) Menston, Ilkley LS29 6AE. Tel. No. Menston 72951 Head Teacher: Mr I. J. Slaton Required for September 1984, Graduate for English Department. Application form and further particulars from Head Teacher, removable to Chairman of Governors, Mgr. J. T. Dunne, The Presbytery, New Road, Yeadon.

TEMPORARY POST

5486 **WOODBURN HIGH SCHOOL** (No. on roll: 1304; 11-18 years) Bain Road, Tingley, Wakefield WF3 1JQ Tel No. 533930 Head Teacher: Mr M. N. Turpin, B.A., M.Ed. Required for September 1984, temporary due to maternity, teacher of Family [illegible]

Scale 2 Posts and above

ESSEX

MANNINGTREE COMPREHENSIVE SCHOOL
Colchester Road, Lawford, Manningtree
(Tel: Manningtree 2852
Head of MUSIC. Scale 2
Well established, successful, enthusiastic department with good facilities.
Letter of application, with full c.v. and names of two referees, to be sent to the Headteacher as soon as possible. (19818) 135820

HARINGEY
Progress with Humanity

FORTISMERE SCHOOL
Muswell Hill, London N10
Headmaster: A.H. Wilson, M.A.
Large mixed comprehensive school which opened in September 1983 in modern buildings with pupils of all abilities, including 285 students in the 6th form.
Required for September 1984; Teacher responsible for the curriculum and C.S.E. 2.
MUSIC
A qualified and capable Music Teacher is required to assume responsibilities for Music in the school during the accompaniment of the permanent post holder on sick leave for the next academic year. A Scale 3 post is presently available and possible but applications from resource/cost neutral experienced teachers for a Scale 2 or Scale 1 post will be welcomed. Music is taught across the age and ability range to CSE and O level. Music to A level envisaged.
The school receives a large number of musically interested pupils from primary schools. Instrumental tuition is available on a wide range of musical instruments. The Joint Head of Department is responsible for music in performance.
Application forms and further details are available from The Headmaster, Mrs. Jane Rhodes Avenue, London N22 5NA (Tel: 01-888 8282 or 92441).
Forms should be returned with a professional testimonial as soon as possible and not later than MONDAY 21st May 1984.
London allowance (£987) payable. Removal expenses 100% allowed in approved cases.
Haringey is an equal opportunity employer. (1930) 133820

LONDON

LONDON BOROUGH OF HAVERING
THE NEAVE SCHOOL
Settle Road, Harold Hill, Romford RM4 2NX
Tel: Ingrebourne 3334
Headteacher: J.B. Quinn, M.A.
(Roll 624 mixed)
Experienced Teacher of Music. Scale 2 required for September 1984 to be in charge of Music Enthusiasm and ability looked for to exploit good facilities and develop potential from present lower school population. Ability to teach 40% of timetable in person relation course an advantage.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (19898) 135820

NORTHAMPTONSHIRE

KINGSTHORPE UPPER SCHOOL
(Boughton Green Road, Northampton NN2 7AP)
MUSIC POST - SCALE 2
Required for September 1984 an energetic and musician, to be the Director of Music in this new Music and Drama Faculty. The pupils study a common integrated course leading to a CSE/O level examination and are also taught in groups of 30. 'A' and 'O' level performance examinations are also established.
The post offers and exciting challenge to a candidate prepared to offer total commitment to a developing school.
Application form and further details available from the Headmaster at the school. Please send S.A.E. (1983) 135820

OLDHAM
METROPOLITAN BOROUGH

KASKENMOOR SCHOOL
Roman Road, Oldham

The following posts are available from September 1984 at this 11 - 18 mixed comprehensive High Priority School of 1100 pupils:-

MUSIC/MATHS TEACHER - SCALE 2

An enthusiastic Musician with ability to teach Maths to A-Level and successful experience essential.

MUSIC TEACHER - SCALE 1

This post is temporary for the 1984 - 85 year. Ability to teach Music to A-Level essential.

Application forms (from and to Mrs. Margaret Morrow, Deputy Head, Kaskenmoor, Oldham, Lancs. OL1 3QT) to be returned by 18th May 1984 and interviews on 24th May 1984.

Scale 2 Posts and above

ESSEX

TENDRING HIGH SCHOOL
Rochford Way, Frinton-on-Sea
Tel: Frinton-on-Sea 2116
Principal: D.T.L. Goodchild, B.Sc.
MUSIC/MATHS TEACHER - SCALE 2
An enthusiastic Musician with ability to teach to A-Level and successful experience essential.
Ability to teach lower School Music also required.
This post is temporary for the 1984 - 85 year. Application to be received by 18th May 1984.

SOMERSET

ANFORD SCHOOL
Castle Cary
(11 - 16 mixed comprehensive 643)
For September 1984, teacher of Music. Part-time (6/10) appointment. Possibility of private instrumental teaching.
Application form by letter, immediately, to the Headteacher as soon as possible, full curriculum vitae and names of two referees. (19864) 135822

Pastoral

Heads of Department

EAST SUSSEX

TIDEWAY SCHOOL
Roundhown Road, Newhaven BN9 9BA
Comprehensive mixed, 11 - 18, Roll: 1,650
Required from September: Head of Music (Scale 4). An outstanding opportunity for a teacher committed to pastoral care to lead a team of staff in a vertical House System.
Attractive grants available in approved cases.
Application letter; including names; address, two referees and salary to the Headmaster within 10 days. (19479) 134018

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE & MALLING DIVISION
AYLESFORD SCHOOL
(V.A.)
VACANCY FOR SEPTEMBER 1984
HEAD OF YEAR - SCALE 3
A vacancy exists due to the promotion of the Head of Third Year to a Senior Teacher post.
The school has a highly developed pastoral system with active tutorial work undertaken by each member of staff who progress through the school with the Year Head.
The post gives scope for initiative, development and organisation.
The school is situated in a pleasant residential area 3½ miles N.W. of Maidstone and is fully comprehensive in the 11 plus sense, taking 25% of the 11 plus some pupils transfer to one of the four upper schools; the remaining majority to 16 by staying courses leading to G.C.E. 'O' level and C.S.E.
Application forms and further details are obtainable from the Headmaster at the school. (s.a.e. please). (19885)

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER 1984 HIGH SCHOOL FOR GIRLS
Colvert Rd, London E11
Head: Mrs. Broomfield
HEAD OF SIXTH FORM (PASTORAL) SCALE 3 (plus London and Fringe Priority Allowances) required in this comprehensive 11 - 18 years (780 on roll) with a large 6th form of approx. 200, housed in a purpose built block, and following a wide range of courses.
Send letter of application, CV and names and addresses of two referees to the Head Teacher.
Tel. Ref. No. PSS/884. (19826) 134018

Scale 2 Posts and above

ESSEX

TENDRING HIGH SCHOOL
Rochford Way, Frinton-on-Sea
Tel: Frinton-on-Sea 2116
Principal: D.T.L. Goodchild, B.Sc.
MUSIC/MATHS TEACHER - SCALE 2
An enthusiastic Musician with ability to teach to A-Level and successful experience essential.
Ability to teach lower School Music also required.
This post is temporary for the 1984 - 85 year. Application to be received by 18th May 1984.

Physical Education

Heads of Department

BARNET

LONDON BOROUGH COMPREHENSIVE SCHOOL
Ocean Lane, Edgware HA8 5RR
Tel: 01-958 9310
Roll: 1610 Sixth Form 140
Required SEPTEMBER, 1984
HEAD of GIRLS' GAMES and P.E. Scale 3 post for an experienced teacher with full C.V. and the names and addresses of two referees. (19653)
Salary £9,138 p.a. plus £645 London Allowance.
To approved cases assistance will be given towards the payment of removal expenses and separation allowance.
Apply in writing giving full qualifications and experience and names of two referees (S.A.E.) to: Director of Education Services, Town Hall, Edgware, Middx. HA8 7TP.
Director of Education Services. (19404)

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Cromwell Road, Grimsby
Lower 6th Comprehensive
Headmaster: D.W. Tipton, B.Sc.
Required for September 1984.
HEAD OF PHYSICAL EDUCATION - SCALE 3
An enthusiastic and hard-working Head of Physical Education is required to lead a team of capable colleagues in this rapidly developing department. The successful applicant will be responsible for the organisation of games and the curriculum. There is a new sports hall and sports block consisting of gymnasium, sports hall, indoor swimming pools and squash courts. Outdoor facilities include a synthetic athletics track, playing fields and tennis courts.
The school is 10 miles south of Grimsby and 5 miles north of Louth, taking pupils in the region of Louth and the Wolds plus 15 pupils from Grimsby in modern buildings on a large, well laid out site. It has extensive facilities.
Letters of application, including details of full curriculum vitae and names and addresses of two referees should be sent to the Head Teacher at the school by 16th May, 1984. (01481)

ISLE OF WIGHT

SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
Grove 13 - 18 years (1,287 on roll). Age range 13 - 18 years.
Required for September 1984.
HEAD OF GIRLS' P.E.
Applicants should be qualified teachers with the ability to teach Dance, Gymnastics, Games.
Application forms by letter to the Headmaster at the school as soon as possible. (19818)

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London W6
(HMC, Independent, 1,000 boys)
Required for September 1984 or January 1985 a well qualified and experienced master to be Head of Physical Education.
Full details of the appointment may be obtained from the School.
Salary, Burnham Scale plus Inner London Allowance.
Applications, with full curriculum vitae and the names of two referees, to the Headmaster, Upper Mall, King Street, Hammersmith, W6 9JT. (19347)

NORFOLK

STALHAM HIGH SCHOOL
Brumstead Road, Stalham, Norwich NR12 9DB
N.O.R. 625 Mixed Comprehensive
Required for September 1984.
Head of Boys P.E. and Leisure Activities - Scale 3. Experienced teacher of games and swimming. Ability to lead and develop leisure activities.
Letter of application with full curriculum vitae and names of two referees to the school.
Closing date: 25th May 1984. (01497) 134220

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
OUTLAW SECONDARY SCHOOL
Battinson Road, Elland HX5 0RP
Required from August 1984 or January 1985 a Head of Girls' Physical Education (Scale 3).
Applications should be sent to the Director of Education, Education Department, Northgate House, Halifax HX1 1UN, to whom completed forms should be returned by 25th May 1984. (19448) 134220

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Sturminster Newton (Tel: 0258 72641)
(11 - 16 Mixed Rural Comprehensive 1,000 pupils)
Required for September 1984 a teacher of Boys' Physical Education. This is a temporary post. A Scale 2 allowance is available for an experienced teacher to help run the department.
Apply immediately to the Headmaster with full C.V. and the names and addresses of two referees. (19653)

ESSEX

SWEYNE SCHOOL
Parsonage Road, Rayleigh SS6 7JJ (Tel: Rayleigh 773731)
(Roll 1925 11 - 18 comp. mixed)
HEAD OF GIRLS' PHYSICAL EDUCATION Scale 3 post for September 1984.
Required September 1984, one year temporary appointment in the first instance due to the secondment for a period of the present postholder.
Curriculum vitae, names of two referees to Headteacher (foolscap s.a.e. please). (19836)

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Cromwell Road, Grimsby
Lower 6th Comprehensive
Headmaster: D.W. Tipton, B.Sc.
Required for September 1984.
HEAD OF PHYSICAL EDUCATION - SCALE 3
An enthusiastic and hard-working Head of Physical Education is required to lead a team of capable colleagues in this rapidly developing department. The successful applicant will be responsible for the organisation of games and the curriculum. There is a new sports hall and sports block consisting of gymnasium, sports hall, indoor swimming pools and squash courts. Outdoor facilities include a synthetic athletics track, playing fields and tennis courts. There is a new gymnastic and fitness suite.
The school is 10 miles south of Grimsby and 5 miles north of Louth, taking pupils in the region of Louth and the Wolds plus 15 pupils from Grimsby in modern buildings on a large, well laid out site. It has extensive facilities.
Letters of application, including details of full curriculum vitae and names and addresses of two referees should be sent to the Head Teacher at the school by 16th May, 1984. (01481)

ISLE OF WIGHT

SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
Grove 13 - 18 years (1,287 on roll). Age range 13 - 18 years.
Required for September 1984.
HEAD OF GIRLS' P.E.
Applicants should be qualified teachers with the ability to teach Dance, Gymnastics, Games.
Application forms by letter to the Headmaster at the school as soon as possible. (19818)

LONDON

LATYMER UPPER SCHOOL
Hammersmith, London W6
(HMC, Independent, 1,000 boys)
Required for September 1984 or January 1985 a well qualified and experienced master to be Head of Physical Education.
Full details of the appointment may be obtained from the School.
Salary, Burnham Scale plus Inner London Allowance.
Applications, with full curriculum vitae and the names of two referees, to the Headmaster, Upper Mall, King Street, Hammersmith, W6 9JT. (19347)

NORFOLK

STALHAM HIGH SCHOOL
Brumstead Road, Stalham, Norwich NR12 9DB
N.O.R. 625 Mixed Comprehensive
Required for September 1984.
Head of Boys P.E. and Leisure Activities - Scale 3. Experienced teacher of games and swimming. Ability to lead and develop leisure activities.
Letter of application with full curriculum vitae and names of two referees to the school.
Closing date: 25th May 1984. (01497) 134220

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
OUTLAW SECONDARY SCHOOL
Battinson Road, Elland HX5 0RP
Required from August 1984 or January 1985 a Head of Girls' Physical Education (Scale 3).
Applications should be sent to the Director of Education, Education Department, Northgate House, Halifax HX1 1UN, to whom completed forms should be returned by 25th May 1984. (19448) 134220

SECONDARY PHYSICAL EDUCATION
continued

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Sturminster Newton (Tel: 0258 72641)
(11 - 16 Mixed Rural Comprehensive 1,000 pupils)
Required for September 1984 a teacher of Boys' Physical Education. This is a temporary post. A Scale 2 allowance is available for an experienced teacher to help run the department.
Apply immediately to the Headmaster with full C.V. and the names and addresses of two referees. (19653)

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Required Teacher of Boys P.E.
Please see main advertisement under Scale 2 posts above. (19351)

DORSET

FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown
(Roll 1,400 Comprehensive, 1400 on roll)
Head: Miss M. Tilley, B.A.
Required from September 1984, Scale 3 Teacher of P.E. Scale 1 to join a lively department. Facility to offer rugby would be an advantage.
Please apply by letter to Headmistress enclosing curriculum vitae and names and addresses of two referees.
Dorset is an Equal Opportunities Employer. (19648)

EALING

LONDON BOROUGH EDUCATION SERVICE
TWYFORD C. OF E. HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
(Roll: 1,218 Mixed Voluntary-Aided Comprehensive)
Required for September 1984, as soon as possible thereafter, a well-qualified teacher of Girls' P.E. AND GAMES (Scale 1) to the Physical Education department in this developing and continually successful school. Applicants should be experienced, preferably English.
Applicants should be able to work with members of a Church of England school.
London Allowance £987.
Application forms are available by telephoning 01-992 5366, Ext. 2560/2568).
Closing date 18th May 1984. (19659)

ESSEX

THE APPLETON SCHOOL
Fox Hall Road, Benfleet SS7 5RH
(Roll 1635)
Tel: South Benfleet 4215
TEACHER OF GIRLS' PHYSICAL EDUCATION,
Scale 1
Required for September a well qualified teacher. An interest in Rugby and basketball an advantage.
Application forms from the Headteacher of the school (foolscap s.a.e. please).

TENDRING HIGH SCHOOL
Rochford Way, Frinton-on-Sea
(Roll 1370)
Tel: Frinton-on-Sea 2116
BOYS' PHYSICAL EDUCATION, Scale 1
Full time contract from 1/9/84 to 31/8/85.
Required from September 1984 to teach all major games and gymnastics in this twin site mixed comprehensive school.
Curriculum vitae, letter of application and names of referees to the Headteacher. Further details by return (foolscap s.a.e. please). (19821) 134222

GLOUCESTERSHIRE

CHARLTON KINGS SECONDARY SCHOOL
Church Road, Charlton Kings, Cheltenham
Required for September, teacher of Boys P.E. Scale 1. Excellent facilities including new sports hall. Please state other subjects offered.
Application forms from the Headmaster. S.A.E. please. (19660)

HAMPSHIRE

NOADSWOOD COMPREHENSIVE SCHOOL
Noadswood Drive, Childen Purlieu, Southampton
(Roll 900 approx.
SCALE 1
Temporary teacher for P.E. and Games to work within creative dance field.
Required September 1984.
Application and curriculum vitae together with names of two referees. (19906) 134222

HAMPSHIRE

THE NEW FARNHAM ST. JAMES'S SCHOOL
11 - 18 mixed Comprehensive - (1,200 on roll)
Required September - PHYSICAL EDUCATION - Scale 1.
Applications should be by letter with curriculum vitae and the names of two referees and be sent to the Headteacher, Stanhope Lodge, Hale Road, Farnham, Surrey GU9 9NL (Tel: 713533).

HAMPSHIRE

BRUNE PARK SCHOOL
Military Road, Gosport PO12 1NH
11 - 18 mixed comprehensive - (1,200 on roll)
Required September - PHYSICAL EDUCATION - Scale 1.
Applications should be by letter with curriculum vitae and names of two referees to the Headteacher.
Specialist in Dance.

HAVERING

LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Marshalls Park, Romford RM1 4RD
(Roll 1380 Mixed)
Tel: Romford 23154
Headteacher: Mrs. K.A. Phillips, B.A., M.A.
Required September 1984, Scale 1 Specialist Teacher for Girls' Physical Education to join established department. Ability to teach Dance would be desirable. Candidates will be required to contribute to the full range of games and extra curricular activities.
Letters of application enclosing full curriculum vitae and the names of two referees to be sent to the Headteacher as soon as possible.

LONDON

ST. MARY'S R.C. SCHOOL
Hillingdon Hill, Uxbridge UB10 0NR
(Roll 1,000 Mixed)
Required September 1984 Scale 1 Teacher of Physical Education. Ability to teach Dance and Gymnastics essential. Interest in extra-curricular activities desirable.
Application forms from the Headteacher. (19887)

LONDON

ST. MARY'S R.C. SCHOOL
Hillingdon Hill, Uxbridge UB10 0NR
(Roll 1,000 Mixed)
Required September 1984 Scale 1 Teacher of Physical Education. Ability to teach Dance and Gymnastics essential. Interest in extra-curricular activities desirable.
Application forms from the Headteacher. (19887)

DORSET

CASTLEFIELD SCHOOL
Gravel Avenue, Dorchester
TEACHER (SCALE 1) required for temporary post from September for PE. and to teach Games essential.
Application forms, returnable by 25th May 1984, from the Head Mistress.

DORSET

STURMINSTER NEWTON HIGH SCHOOL
Required Teacher of Boys P.E.
Please see main advertisement under Scale 2 posts above. (19351)

DORSET

FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown
(Roll 1,400 Comprehensive, 1400 on roll)
Head: Miss M. Tilley, B.A.
Required from September 1984, Scale 3 Teacher of P.E. Scale 1 to join a lively department. Facility to offer rugby would be an advantage.
Please apply by letter to Headmistress enclosing curriculum vitae and names and addresses of two referees. (19648)

EALING

LONDON BOROUGH EDUCATION SERVICE
TWYFORD C. OF E. HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
(Roll: 1,218 Mixed Voluntary-Aided Comprehensive)
Required for September 1984, as soon as possible thereafter, a well-qualified teacher of Girls' P.E. AND GAMES (Scale 1) to the Physical Education department in this developing and continually successful school. Applicants should be experienced, preferably English.
Applicants should be able to work with members of a Church of England school.
London Allowance £987.
Application forms are available by telephoning 01-992 5366, Ext. 2560/2568).
Closing date 18th May 1984. (19659)

ESSEX

THE APPLETON SCHOOL
Fox Hall Road, Benfleet SS7 5RH
(Roll 1635)
Tel: South Benfleet 4215
TEACHER OF GIRLS' PHYSICAL EDUCATION,
Scale 1
Required for September a well qualified teacher. An interest in Rugby and basketball an advantage.
Application forms direct to the Headteacher of the school (foolscap s.a.e. please).

TENDRING HIGH SCHOOL
Rochford Way, Frinton-on-Sea
(Roll 1370)
Tel: Frinton-on-Sea 2116
BOYS' PHYSICAL EDUCATION, Scale 1
Full time contract from 1/9/84 to 31/8/85.
Required from September 1984 to teach all major games and gymnastics in this twin site mixed comprehensive school.
Curriculum vitae, letter of application and names of referees to the Headteacher. Further details by return (foolscap s.a.e. please). (19821) 134222

GLOUCESTERSHIRE

CHARLTON KINGS SECONDARY SCHOOL
Church Road, Charlton Kings, Cheltenham
Required for September, teacher of Boys P.E. Scale 1. Excellent facilities including new sports hall. Please state other subjects offered.
Application forms from the Headmaster. S.A.E. please. (19660)

HAMPSHIRE

NOADSWOOD COMPREHENSIVE SCHOOL
Noadswood Drive, Childen Purlieu, Southampton
(Roll 900 approx.
SCALE 1
Temporary teacher for P.E. and Games to work within creative dance field.
Required September 1984.
Application and curriculum vitae together with names of two referees. (19906) 134222

HAMPSHIRE

THE NEW FARNHAM ST. JAMES'S SCHOOL
11 - 18 mixed Comprehensive - (1,200 on roll)
Required September - PHYSICAL EDUCATION - Scale 1.
Applications should be by letter with curriculum vitae and the names of two referees and be sent to the Headteacher, Stanhope Lodge, Hale Road, Farnham, Surrey GU9 9NL (Tel: 713533).

HAMPSHIRE

BRUNE PARK SCHOOL
Military Road, Gosport PO12 1NH
11 - 18 mixed comprehensive - (1,200 on roll)
Required September - PHYSICAL EDUCATION - Scale 1.
Applications should be by letter with curriculum vitae and names of two referees to the Headteacher.
Specialist in Dance.
Applications should be by letter with curriculum vitae and names of two referees to the Headteacher, Brune Park School, Military Road, Gosport PO12 1NH (Tel: 581135).

HAVERING

LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Marshalls Park, Romford RM1 4RD
(Roll 1380 Mixed)
Tel: Romford 23154
Headteacher: Mrs. K.A. Phillips, B.A., M.A.
Required September 1984, Scale 1 Specialist Teacher for Girls' Physical Education to join established department. Ability to teach Dance would be desirable. Candidates will be required to contribute to the full range of games and extra curricular activities.
Letters of application enclosing full curriculum vitae and the names of two referees to be sent to the Headteacher as soon as possible.

LONDON

ST. MARY'S R.C. SCHOOL
Hillingdon Hill, Uxbridge UB10 0NR
(Roll 1,000 Mixed)
Required September 1984 Scale 1 Teacher of Physical Education. Ability to teach Dance and Gymnastics essential. Interest in extra-curricular activities desirable.
Application forms from the Headteacher. (19887)

LONDON

ST. MARY'S R.C. SCHOOL
Hillingdon Hill, Uxbridge UB10 0NR
(Roll 1,000 Mixed)
Required September 1984 Scale 1 Teacher of Physical Education. Ability to teach Dance and Gymnastics essential. Interest in extra-curricular activities desirable.
Application forms from the Headteacher. (19887)

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
TEMPORARY TEACHER OF GIRLS' PHYSICAL EDUCATION
(SCALE 1 POST)
Required from September 1984 to cover maternity leave. An interest in modern educational dance and swimming. The school has a full range of P.E. facilities and is situated near Ulley Reservoir and Rother Valley Country Park.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Headteacher of the School, Walbottle High School, Swallowwell, Newcastle upon Tyne NE15 8TP (Tel: Whiteparish 874171).

G. Crane, Acting Director of Personnel Resources. (02458) 134222

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL

ASTON COMPREHENSIVE SCHOOL
11 - 18 mixed. Approx. 1619 on roll. Approx. 332 in 6th form
Required for September, 1984 - **ASSISTANT TEACHER - SCALE 1.**
Teacher for Girls' P.E. Applicants should have an interest in modern educational dance and swimming. The school has a full range of P.E. facilities and is situated near Ulley Reservoir and Rother Valley Country Park.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Headteacher of the School, Aston High School, Aston Hall Road, Swallowwell, Rotherham, S26 6TF (Tel: 876171).

G. Crane, Acting Director of Personnel Resources. (02458) 134222

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL

DINNINGTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1860 on roll. Approx. 187 in 6th Form
Required for September, 1984 - **ASSISTANT TEACHER - SCALE 1 GIRLS' P.E.**
Required September 1984. Applicants should have an interest in modern educational dance and swimming. The school has a full range of P.E. facilities and is situated near Ulley Reservoir and Rother Valley Country Park.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Headteacher of the School, Dinnington Comprehensive School, Sheffield S31 7YH (Tel: Worksop 562680).

G. Crane, Acting Director of Personnel Resources. (02458) 134222

SHROPSHIRE

EDUCATION COMMITTEE

SIR JOHN TALBOT'S Heath Grove, Whitchurch, Shropshire

Scale 1 teacher of Girls Physical Education to commence duties on 1 September or one year's temporary appointment and an ability to teach Art an advantage.

Apply by letter for further details to the Head. (01305) 133823

SHROPSHIRE

EDUCATION COMMITTEE

MEOLE BRACE SCHOOL
Longden Road, Shrewsbury

Temporary Scale 1 Physical Education Teacher required for September 1984 for one year.

Apply by letter to the Head with two referees and S.A.E. (023331) 134222

STAFFORDSHIRE

EDUCATION COMMITTEE
RISING BROOK HIGH SCHOOL
Wolverhampton Road, Stafford
Required for September, 1984
Scale 1 teacher of BOYS' PHYSICAL EDUCATION with some MATHEMATICS. A particular interest in Rugby and Athletics would be an advantage.
Application forms obtainable from and returnable to the Headteacher at the school.
All applicants are asked to note that the Education Council's view that it is desirable for the successful applicant would be expected to assist with the running of school teams.
Application forms and further details are available from the Headmaster (SAE please) to whom completed forms should be returned as soon as possible. (19877) 134222

SUFFOLK

COUNTY COUNCIL
SUMMERHILL UPPER SCHOOL
Queen Road, Bury St. Edmunds
(

SECONDARY PHYSICAL EDUCATION
continued

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, Bognor Regis
Group 11 - 18
comprehensive co-educational
Required November 1984
Scale 1 Girls P.E. Specialist who can offer a wide range of activities. Interests and ability in Dance (C.S.E. mode 3 is part of the curriculum) would be advantage. Excellent facilities including 4 hard tennis courts, sports hall, Gymnasium, Polygym and extensive Playing fields.
Form and details from Head Master on receipt of s.a.e. (01759)
134322

THE MIDHURST (INTERMEDIATE) SCHOOL
Wheel-Barrow Castle, Midhurst GU29 9AG
(Group 7 10 - 16
Intermediate)
Required September 1984
Scale 1 specialist teacher of P.E. with Geography/Science to 'O' level.
Form and details from Headmaster on receipt of s.a.e. (01730)
134228

Religious Education

Heads of Department

CUMBRIA

COUNTY COUNCIL
THE LAKES SCHOOL
Trusthorpe Road, Windermere
(Middle 9 - 13 Comp., nor 10301)
Required September 1984
Head of Religious Studies scale 4 to join well established and strong department. Ability to teach 'A' level Hinduism an advantage.
Further details and application form from and returnable to the Head by May 1984 (see primary, p. 5436, C.3.41)

ENFIELD

LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR
Church Street, Market Place, Enfield, Middx. (Founded 1558)
There will be a vacancy in September 1984 in this Voluntary Controlled 11 - 18 Comprehensive/11+ school for those in the CHAPEL OF RELIGIOUS EDUCATION (scale 2 or 4 depending upon experience).
Applications, enclosing a curriculum vitae and the names of two referees, should be made by letter to the Headmaster as soon as possible. (19356)

LIVERPOOL
EDUCATION COMMITTEE
HEAD OF DEPARTMENT - R.E.
Scale 3
ARCHBISHOP BLANCH C.E. HIGH SCHOOL
Sefton Park Road, Liverpool L8 0TH
Required for September, 1984. A suitable applicant to take responsibility for examination work up to 'A' level but also interested in developing some non-examination work at all levels. Ability to teach some classical studies would be very useful.

ROTHERHAM
METROPOLITAN COUNCIL
DINNINGTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1896 on roll. Approx. 187 sixth.
Required for September 1984. HEAD OF RELIGIOUS STUDIES. Scale 3. Head of Religious Education Department to lead successful Department providing incentive to 'A' level. Further information available from the Head. Tel: Worksop 480252.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Old Quarry Lane, Dinnington, Sheffield S31 7NS.
Chris Crane, Acting Director of Personnel Resources.
(02467)
134418

Scale 2 Posts and above

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road, Shirley, Southampton SO1 3PU
(12 - 16 Comp. N.O.R. 786 boys)
Required September, Scale 2 Teacher to take charge of Religion and Life Education including GCE and CSE.
Full details available upon receipt of S.A.E. Apply by letter with curriculum vitae and names of two educational referees by 21st May. (01757)
134420

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HALIFAX CATHOLIC HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TH
Required from August 1984 a teacher of RELIGIOUS EDUCATION AND BOYS' GEOGRAPHY (TECHNICAL EDUCATION (scale 1).
Application forms and further details available on receipt of foolscap s.a.e. from the Head teacher to whom completed forms should be returned by 25th May, 1984.
(19474)
134422

CROYDON

THE OLD PALACE SCHOOL
(Girls' Comprehensive 11 - 18)
650 girls (Independent day school) seeks to appoint
Required for September 1984
University Honours Graduate to teach Religious Studies to at least Ordinary Level and if possible to Advanced Level. This is a Part time Post Scale 2 for the person appointed will have a scholarly approach and an interest in World religions and the ability to teach Religious Studies. Sports Hall, Gymnasium, Polygym and extensive Playing fields.
Form and details from Head Mistress on receipt of s.a.e. (01759)

WEST SUSSEX

THE MIDHURST (INTERMEDIATE) SCHOOL
Wheel-Barrow Castle, Midhurst GU29 9AG
(Group 7 10 - 16
Intermediate)
Required September 1984
Scale 1 specialist teacher of R.E. with Geography/Science to 'O' level.
Form and details from Headmaster on receipt of s.a.e. (01730)
134228

Scale 1 Posts

ENFIELD

LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR
Church Street, Market Place, Enfield, Middx. (Founded 1558)
There will be a vacancy in September 1984 in this Voluntary Controlled 11 - 18 Comprehensive/11+ school for those in the CHAPEL OF RELIGIOUS EDUCATION (scale 2 or 4 depending upon experience).
Applications, enclosing a curriculum vitae and the names of two referees, should be made by letter to the Headmaster as soon as possible. (19356)

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT TEACHER - R.E.
Scale 1
CAMPION R.C. COMPREHENSIVE (BOYS)
Prince Edwin Street, Liverpool L8 5RW
Required for September 1984.
Application form obtainable (SAE) from the Head teacher. The person appointed will have a scholarly approach and an interest in World religions is essential. See the School Curriculum for World Religious/Gospel 'O' level.
Apply immediately in writing with the names and addresses of two referees to the Headteacher at the above address.
Closing date 18th May, 1984.
Ref. T/E1458/CES
TAMESIDE AN EQUAL OPPORTUNITIES EMPLOYER

SOCIALISM AT WORK
Tameside Metropolitan Borough
Education Department
Applications are invited for the following teaching vacancies:
All Saints R.C. (Aided) High School, (11–18 Comprehensive), Kenyon Avenue, Dukinfield, Cheshire SK16 4AH.
Headteacher Mr T Atkinson BA. Tel 0613-338-2129
SCALE 1 – CRAFT DESIGN TECHNOLOGY
Required for September 1984 a well qualified teacher of Craft Design Technology. The post offers an enthusiastic teacher excellent opportunities to participate in the development of an ambitious and emerging C.D.T. department. The successful applicant should have a genuine interest in the design based approach and clear ideas as to the role of metalwork within such an approach.
SCALE 1 – ENGLISH
Required for September 1984 a well qualified graduate to teach English (Scale 1) at all levels up to and including 'A' Level. A strong interest in Drama would be a recommendation.
Application forms obtainable from and returnable to the Headteacher at the school.
Closing date 18th May 1984. Ref. T/E1458/CES
TAMESIDE AN EQUAL OPPORTUNITIES EMPLOYER

LONDON
URSULINE CONVENT
16 The Downs, Wimbledon, London SW20 8HR
Girls R.C. Comprehensive
High School, 11 - 18, 850 on roll
Required September, teacher of Religious Education (Scale 1). Full scale plus Allowance for an Assistant Teacher with 'A' levels and CSE. Applicants should indicate a second subject which they can offer.
Please apply to the Headmistress enclosing curriculum vitae and s.a.e. for acknowledgement, giving names and addresses of two referees.
Closing date for applications 15th May. (00858)
134426

WEST SUSSEX
SOUTHERN AREA
DURRINGTON HIGH SCHOOL
The Boulevard, Worthing
Co-education 11 - 18, 1600 pupils
Required September 1984 Scale 1 Religious Studies specialist to teach throughout the school. Ability to teach Sociology would be an advantage.
For details of post and application form please telephone Worthing (0903) 39251 (24 hours).
Closing date for receipt of completed application forms 18th May, 1984.
Interviews will be held on 29th May, 1984.
Applications are welcomed from suitably qualified candidates irrespective of sex, marital status or disability. (00369)
134428

Scale 2 Posts and above

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road, Shirley, Southampton SO1 3PU
(12 - 16 Comp. N.O.R. 786 boys)
Required September, Scale 2 Teacher to take charge of Religion and Life Education including GCE and CSE.
Full details available upon receipt of S.A.E. Apply by letter with curriculum vitae and names of two educational referees by 21st May. (01757)
134420

HERTFORDSHIRE

WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady Locke Park, Watford
Required September, Graduate teacher to participate throughout the school, including work at O and A level. Style and ability to lead small department. Scale 2 plus London fringe allowance £2,583.
Apply, in writing, to Headmistress, with copies of testimonials and names of two referees. (01726)
134432

KENT

COUNTY COUNCIL
SEVENOAKS SCHOOL
THE HOWARD GRAMMAR-SECONDARY SCHOOL
Gillingham
(A Grammar-Modern School on split site, 11 to 19 with a Sixth Form of 250)
Required September, graduate in RELIGIOUS EDUCATION to Advanced level subject to at least CSE and 'O' Level standard. Some experience not essential.
Apply by letter to the Headmaster enclosing a detailed c.v. and the names of referees.

TUNBRIDGE WELLS
DIVISION
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Reynolds Lane, Tunbridge Wells, Kent TN4 8XL
11 - 18 (Co-ed) Roll 900
Required 1 September, 1984, a R.E./English/R.E./Environmental teacher. Ability to teach R.E. and English up to 'O' level standards.
Application form and further details are available from the Head teacher and should be returned 2 weeks after appearance of advertisement.
(19898)
134492

CROYDON

THE OLD PALACE SCHOOL
(Girls' Comprehensive 11 - 18)
650 girls (Independent day school) seeks to appoint
Required for September 1984
University Honours Graduate to teach Religious Studies to at least Ordinary Level and if possible to Advanced Level. This is a Part time Post Scale 2 for the person appointed will have a scholarly approach and an interest in World religions is essential. See the School Curriculum for World Religious/Gospel 'O' level.
Apply immediately in writing with the names and addresses of two referees to the Headmistress, Old Palace Road, Croydon, Surrey CR0 1AX. (00105)
134422

DEVON
Please see displayed advertisement on Page 61. (19301)
134422

DORSET

THE GRANGE COMP. SCHOOL
Grange Road, Christchurch, (NGR 150 928 Ordnance Survey 195)
Required from September, 1984 Scale 2 teacher for; throughout the School. Scale
Application forms and details from the Headmaster on receipt of s.a.e. (00640)
134422

HAMPSHIRE

BRUNE PARK SCHOOL
Military Road, Gosport PO12 1EH
11 - 18 mixed comprehensive
(1,582 on roll)
Required September 1, HEAD OF RELIGIOUS EDUCATION (Scale 3) to join an expanding department in this Comprehensive School.
Applications should be made by letter with curriculum vitae and the names and addresses of two referees to be sent to the Headmaster as soon as possible. (19352)
134418

HARINGEY
Progress with Humanity

FORTISMERE SCHOOL
Muswell Hill, London N10
Headmaster: A.M. Nixon, M.A.
Large mixed comprehensive school currently expanding in September 1985 to modern building with pupils of all abilities, including 250 students in the Sixth Form.
Required for September 1984 (SCALE 3).
An experienced and well qualified teacher is required for the Head of the Physics Department to co-ordinate a team of 4 on a staff teaching physics to pupils from the 3rd year upwards. A contribution to the Science Department programme in the lower and middle years is required. Both the Science Department teaching rooms are spacious and all pupils in the 4th and 5th years are expected to take at least one Science course. Large numbers of pupils take science subjects to G.C.E. Advanced level and University entrance level and currently classes in the sixth form are split at C.S.E. physical sciences (i.e. 'O' level/C.S.E. sets or 'O' level/C.S.E. sets in the present 4th year).
Excellent laboratory technicians and staff secretary are available. All laboratories are well-equipped. Laboratories in the process of being converted to micro-computer facilities. Also computer terminals in each Science laboratory.
Application (teaching) forms and further details are available from the Head of Science, Park Wing, Fortismere School, Park Road, London N10 3HP. Tel: 01-888 5888 or 8922.
Forms should be returned as soon as possible and in any case not later than Monday 21st May, 1984.
Interviews will be held on Thursday 31st May, 1984.
Salary Scale: Burnham Scale 3 with London Allowance £2,583.
Applications are welcomed from suitably qualified candidates irrespective of sex, marital status or disability. (00369)
134428

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Croome Hill, Greenwich, SE10 8ER
(Voluntary Aided)
Tel: 858 4613 Roll 575
Required for September; Head of Science Scale 3/4. A well qualified Physicist with experienced teacher required to lead strong department.
Please apply, in the headmistress enclosing curriculum vitae, the names of two referees and a copy of a recent testimonial or the school for an application form. (59750)
134418

Rural Science

Scale 1 Posts

AGRICULTURAL SCIENCE TEACHERS
KENYA, THAILAND, TANZANIA, ZAMBIA
Agricultural Science Teachers are urgently needed in Kenya, Thailand, Tanzania and Zambia, as VSO volunteers. All posts require a degree or its equivalent plus 2 years' experience in agriculture or a related science and some practical experience. Some posts require a teaching qualification.
Work will include teaching in secondary schools in both practical and classroom situations.
As a VSO volunteer you'll find the work demanding but rewarding. But you will play a part in helping a community develop.
Candidates should be aged between 20 and 65, without dependants, and prepared to work overseas for two years on a small allowance based on local rates of pay.
For full information, write to Enquiries Unit (Ref: TES/10), Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW, giving brief details of age, education and experience.
Tel: 01-235 5191. (01976)
134422

Science

Heads of Department

BEDFORDSHIRE

NORTHERN AREA
HENRI BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: M.R. Smith
Tel: Bedford 64851
11 - 18 Co-educational Comprehensive Upper School.
Number on roll: 1,300
Required for September 1984, two experienced Science Teachers to contribute to the varied and well resourced Department. One post will carry a scale 3 allowance for a suitably qualified and experienced candidate.
Areas of work to be covered include:
a) Responsibility for work in Physics throughout the School and responsibility for the work in Chemistry throughout the School.
b) A major contribution to the teaching of Physics, Chemistry and Biology.
c) The development of interest in science within the School.
Candidates should indicate their particular interests.
Application forms and further details can be obtained from the Headmaster, see please.
Telephone the School immediately for further details.
(19857)
134818

HAMPSHIRE

BRUNE PARK SCHOOL
Military Road, Gosport PO12 1EH
11 - 18 mixed comprehensive (1,582 on roll)
Required September 1, HEAD OF SCIENCE (Scale 4).
Applications should be by letter with curriculum vitae and the names and addresses of two referees to be sent to the Headmaster as soon as possible. (19852)
134818

HAVERING

LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
(Roll 1314 Mixed)
Havering Drive, Romford RM1 4AB. Tel: Romford 24134
Headteacher: Mrs. K.M. Phillips, B.A., M.A.
Head of Science Scale 3, required for September 1984 to lead science department which offers CSE 'O' level Physics and Chemistry 'A' level Physics. The successful applicant will be involved with the planning of new courses in Technology, Modular Science and Electronics which are being introduced with the LEA/TEC and with other departments.
Applicants with full curriculum vitae naming two referees should write to the Headteacher within 10 days of the appearance of this advertisement. (19953)
134818

HERTFORDSHIRE

BOWES LYON HIGH SCHOOL
Bedford Road, Hitchin, Herts.
(Roll 900)
Group 10
Required for September 1984 a TEACHER OF PHYSICS, Scale 3. Applications are invited from graduates in Physics with relevant teaching experience to take charge of the teaching of Physics in this 11 - 18 mixed all ability school. Well subscribed sixth form with good examinations at 'A' and CSE level and practical interest in Computer Science would also be welcome but not essential.
Letters of application, no forms, with full curriculum vitae, addresses of 2 referees, should be sent to the Headmaster at the school as soon as possible, enclosing s.a.e.
(01752)
134818

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Croome Hill, Greenwich, SE10 8ER
(Voluntary Aided)
Tel: 858 4613 Roll 575
Required for September; Head of Science Scale 3/4. A well qualified Physicist with experienced teacher required to lead strong department.
Please apply, in the headmistress enclosing curriculum vitae, the names of two referees and a copy of a recent testimonial or the school for an application form. (59750)
134818

NORTH YORKSHIRE

COUNTY COUNCIL
PINDAR SCHOOL
Scalby Road, Scarborough YO11 3PU
HEAD OF PHYSICS/YEAR TUTOR - Scale 3/4
A totally committed and well qualified graduate is required for September, 1984 as Head of Physics/Year Tutor. He will be responsible for the subject throughout the School.
The responsibility as year tutor will be to have oversight for a year group of approximately 200 boys and girls and the tutors responsibility for the pastoral care of those pupils.
Application forms and further details can be obtained from the Headmaster at the above address (tel: 0723 582764). The closing date for completions is Friday 11th May, 1984. (19920)
134818

NORTHAMPTONSHIRE

GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants NN11 4RJ
HEAD OF CHEMISTRY
u93 Required for September, 1984 an experienced teacher to organise and teach Chemistry to 'A' level and to form part of a team responsible for the continued development of this school's own Mode 3 CSE/O level integrated science course.
The position offers an opportunity for the professional development of an ambitious graduate person who is willing to contribute to the wider aspects of the science department.
A Scale 3 is available or a suitable candidate.
Write to the Headmaster for further details and application forms (SAE). (19365)
134818

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
BROOK SCHOOL
Richmond Road, Sheffield S13 8FE
A Read 'n Spell Science, Scale 3, is required for September 1984 to head the Department and make a significant contribution to the teaching of Biology.
Application forms and further details from the Headteacher at the above address, completed forms should be returned by the 18th May. (19156)
134418

SOLIHULL

EDUCATION COMMITTEE
KINGSHURST SCHOOL
Cooks Lane, Kingshurst, Birmingham
Tel: 01-427
HEAD OF CHEMISTRY Scale 3
Required for September 1984 to this 11 - 16 all-ability school.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (19628)
134418

SURREY

EDUCATION COMMITTEE
HASLEMERE COUNTY SECONDARY
Warninglynch Lane, Warninglynch
(11 - 18 Mixed Comp. NOR 710, 130 Sixth Form)
Required for September 1984, a Physics teacher, Scale 3 and a Science teacher, Scale 3, to be responsible for Physics and Chemistry respectively.
Apply direct to Head by 21st May with letter of c.v. and 3 referees. (19848)
134418

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM FITT HIG SCHOOL
Cazenove Road, London E17
Acting Head Mr. C. Dowell
Required for September 1984 HEAD OF SCIENCE, Scale 4 plus London Allowance.
Required for this comprehensive school for pupils age 11 - 18, 14 years (360 on roll) with an enthusiastic and knowledgeable approach to teaching integrated science and Sciences a mixed ability groups.
Send letter of application, c.v. and names and addresses of two referees to the Headteacher, 18th May, 1984.
Ref P P95/693. (19840)
134418

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
HEAD OF BIOLOGY FOR SEPTEMBER
LEYTON SENIOR HIGH SCHOOL
Crawley Green Road, Luton
Head: Mrs. C. Broomfield
Tel: 0582 413181
SCALE 3 (plus London Allowance)
Scale: Priority Allowance required in this comprehensive school (1,400 on roll) with a sixth form (750 on roll). A well qualified teacher of Biology (G.C.E., C.S.E., 'O' and 'A' level). The post is in a large open plan Science block with a large staff, committed to team teaching and modern methods of assessment.
Application forms (see) obtainable from the Head returnable by 28 May.
London Allowance of £587 per annum is payable.
Further particulars and application forms from Personnel Officer, Bristol Road, Luton LU1 3BE. Multi-cultural Education. (19549)
134820

WATFORD

WESTFIELD SCHOOL
Tolpits Lane, Watford WD1 8NE
11 - 18 Comprehensive (1,050 on roll)
Required for September 1984 Head of Physics or Chemistry Grade 3/4.
Scale 3 Grade 4 Allowance would be available for a suitably qualified and experienced applicant who is willing to consolidate and expand the excellent courses which have been set up in the 'O' and 'A' level courses and subjects and to continue to encourage a thorough grounding in Science in the Lower School.
Applicants should have a Nuffield physics or Chemistry and London Board Chemistry 'A' level.
London Fringe Allowance.
Applications, with curriculum vitae and addresses of two referees to the Head Teacher as soon as possible (but certainly by May 18th). (19488)
134418

SOUTH GLAMORGAN COUNTY COUNCIL
CARDIFF HIGH SCHOOL
(11–18) Comprehensive 6 Form Entry
HEAD OF BIOLOGY
SCALE 4
Required for September 1984 an experienced and well qualified teacher to organise and teach the subject throughout the school. Biology is a popular option, the department is well equipped and staffed with a long established record of success at all levels. Integrated Science is taught in years 1 and 2, 'O' level Nuffield and CS Biology Courses are offered in years 4 and 5.
Application forms may be obtained on receipt of a foolscap stamped addressed envelope, from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG to whom applications should be returned within 10 days of appearance of the advertisement.

SECONDARY SCIENCE
continued

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
HENRI BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: M.R. Smith
Tel: Bedford 64851
11 - 18 Co-educational Comprehensive Upper School.
Number on roll: 1,300, sixth Number on roll: 180
Required for September 1984, two experienced Science Teachers to contribute to the varied and well resourced Department. One post will carry a scale 3 allowance for a suitably qualified and experienced candidate.
Areas of work to be covered include:
a) Responsibility for work in Physics throughout the School and responsibility for the work in Chemistry throughout the School.
b) A major contribution to the teaching of Physics, Chemistry and Biology.
c) The development of interest in science within the School.
Candidates should indicate their particular interests.
Application forms and further details can be obtained from the Headmaster, see please.
Telephone the School immediately for further details.
(19857)
134818

BROMLEY

LONDON BOROUGH OF BROMLEY
CHISLEHURST SCHOOL
Chislehurst Lane, Chislehurst, Kent BR7 5PB
Required for September 1984, Physics to join team of Science teachers in this former Selective School.
For further details see listing under Science Scale 3.
(19480)
134820

DORSET

PENDOWN UPPER SCHOOL
(5 - 13 Co-ed. Pendown, Portland)
Required September, 1984
Miss M. Tilley, B.A., Scale 2 Teacher to take charge of Physics from 1988. Head of Physics Dept. 1988. Scale 3 plus Allowance. Send letter to Headmistress naming referees and curriculum vitae for two referees. (19418)
134818

SHEFFIELD

LONDON BOROUGH OF
EDUCATION DEPARTMENT
THE TECHNICAL SCHOOL
Mr. A.D. Easton, B.Sc., M.Ed., M.Sc., F.R.I.C.
Tel: 0742 760321 (12 - 18 mixed; 740 on roll)
Required for September 1984, two appointments:
(a) Scale 2 Physics Teacher to join a team of 4 teaching Physics to 'O' and 'A' level. Applicants should be graduates with a good honours degree in Physics and a teaching qualification. Experience of teaching 'A' level would be an advantage.
(b) Scale 2 Physics/Chemistry Teacher to join a team of 3 teaching Physics and Chemistry to 'O' and 'A' level. Applicants should be graduates with a good honours degree in Physics or Chemistry and a teaching qualification. Experience of teaching 'A' level would be an advantage.
Application forms and further details available from the Head Teacher. Please apply by letter giving curriculum vitae and names of two referees.
(19386)
134820

BRENT

LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Dudden Hill Lane, London NW10
(Roll 855, 11 - 18)
Required in September 1984
A TEACHER to be in charge of CHEMISTRY (Scale 3). This is an interest in developing the existing teaching courses in Chemistry would be an advantage. The post will involve teaching throughout the school, including 'A' level and Integrated Science to 'O' level. The post is as well as administrative responsibilities for the Chemistry laboratories and the supervision of a pupil/teacher ratio. This is a large and favourable Science Department with 6 laboratories and 4 technicians. The school is a playing fields serving a multi-racial community. Teaching in years 1 to 3 is on a mixed ability basis. There is a large open plan Science block with a large staff, committed to team teaching and modern methods of assessment.
Application forms and further details are available from the Head Teacher. Please apply by letter giving curriculum vitae and the names and addresses of two referees.
Closing date for receipt of completed forms 18th May, 1984. (01458)
134820

BUCKINGHAMSHIRE

COUNTY COUNCIL
QUARRENDON COUNTY SECONDARY (11-18) SCHOOL
Weedon Road, Aylesbury, Bucks.
Headteacher: R. Canwell, B.Sc.
Roll: 700 pupils (mixed) aged 11 - 18
Required for September 1984 a full-time teacher of Physics (Scale 1 or 2) for the Sixth Form.
Further details and application forms may be obtained from the Headmaster at the School giving the names of two referees and stating qualifications, experience and special interests relevant to any associated school life. (01895)
134422

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road, Shirley, Southampton SO1 3PU
(12 - 16 Comp. N.O.R. 786 boys)
Required September, Scale 2 Teacher of Science with Physics to 'O' and 'A' level.
Full details available upon receipt of S.A.E. Apply by letter with curriculum vitae and names of two educational referees by 21st May. (01757)
134420

HARROW

EDUCATION COMMITTEE
HARROW HEATH HIGH SCHOOL
Pinner Lane, South Harrow HA2 0HP
Required for September 1984 for this 11 - 18 Comprehensive School (12 - 16) with good courses (including CSE/O level) and established Sixth Form a post is available for a suitably qualified and experienced candidate but teachers applying for this post will be seriously considered.
Application forms from and further details of the post may be obtained by a teaching post will be seriously considered.
Application forms from and further details of the post may be obtained by a stamped addressed envelope to the Headteacher by 18th May. Please enclose foolscap envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER.
(19355)
134890

HERTFORDSHIRE

KINGS LANGLEY SCHOOL
Love Lane, Kings Langley, Herts.
PHYSICS teacher (Scale 2 for suitable candidate) required to be responsible for the teaching of Physics throughout the school including Science in the Lower School.
Interest in games and Outdoor Education would be an advantage. The school has its own Outdoor Education Centre in Wales.
Applications giving C.V. and details of two referees to the Headmaster at the school (s.a.e. please).

MAIDSTONE DIVISION
HAYLEDENS HIGH SCHOOL
Tonbridge Road, Maidstone
(Mixed High School
(Roll 675 - 11 years to 17 years)
Required September 1984 experienced graduate Physics teacher to be responsible for the teaching of Physics throughout the school. Scale 2 plus Allowance.
Required also Science teacher to teach Science in the Lower School.
Interest in sailing and further details are available from the Head Teacher at the school (s.a.e. please).

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY SCHOOL
Madeley, Telford TF7 5HX
Scale 2 Teacher of Physics from September to teach subject to 'A' and 'O' level.
Letters of application from the Head, together with the names and addresses of two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
(11 - 18 Comp. N.O.R. 1,050)
(Roll 815 Sixth Form 197)
Required for September 1984 is suitably qualified graduate to teach PHYSICS to 'O' and 'A' level.
A Scale 2 post may be available for an experienced but not fully qualified applicant, but this is an opportunity for a newly qualified teacher. An active interest in sport, particularly rugby football, and cricket will be an advantage.
The School is a Direct Grant School providing five year courses to 'O' level for boys of average and the rate of university entrance is very high. The department is large with three full-time Physicists supported by laboratory technicians and is based on three laboratories available. The Sixth Form facilities are a strength and there is a record of academic achievement including entrance successes to Oxford and Cambridge.
Applications at once to the Head Master (Mr. D.R. Drake) giving full curriculum vitae and names and addresses of two referees. Copies of testimonials may be enclosed if desired. Out of School activities should be mentioned.
Closing date for applications to be received by 18th May. Please enclose foolscap envelope for acknowledgement.

TONBRIDGE & MALLING DIVISION
ST. GEORGE CHRISTIE SECONDARY SCHOOL
Norwich Avenue, Tonbridge, Kent TN10 3AP
Mixed 11 - 18 (1610 pupils)
Tel: 0732 352811
Required for September 1984, Scale 2 Teacher of Biological Sciences. You will be responsible for the teaching of Biological Sciences within the Science Department. The successful candidate will teach Biology up to and including Advanced level as well as integrated Science to younger pupils.
Application forms and further details are available from the Headteacher at the school (s.a.e. please).

MAIDSTONE DIVISION
HAYLEDENS HIGH SCHOOL
Tonbridge Road, Maidstone
(Mixed High School
(Roll 675 - 11 years to 17 years)
Required September 1984 experienced graduate Physics teacher to be responsible for the teaching of Physics throughout the school. Scale 2 plus Allowance.
Required also Science teacher to teach Science in the Lower School.
Interest in games and Outdoor Education would be an advantage. The school has its own Outdoor Education Centre in Wales.
Applications giving C.V. and details of two referees to the Headmaster at the school (s.a.e. please).

MAIDSTONE DIVISION
HAYLEDENS HIGH SCHOOL
Tonbridge Road, Maidstone
(Mixed High School
(Roll 675 - 11 years to 17 years)
Required September 1984 experienced graduate Physics teacher to be responsible for the teaching of Physics throughout the school. Scale 2 plus Allowance.
Required also Science teacher to teach Science in the Lower School.
Interest in games and Outdoor Education would be an advantage. The school has its own Outdoor Education Centre in Wales.
Applications giving C.V. and details of two referees to the Headmaster at the school (s.a.e. please).
Further details and application forms may be obtained from the Headmaster at the School giving the names of two referees and stating qualifications, experience and special interests relevant to any associated school life. (01895)
134422

LONDON

LONDON BOROUGH OF HILLINGDON
HAYDON SCHOOL
Wiltshire Lane, Eastcote, Middx. HA5 2LX
(number on roll - 1165, 210 in Sixth Form)
Head Teacher: D.E. Dobson, B.Sc.
Physics Teacher (Scale 2)
Required for September 1984, a suitably qualified and experienced graduate (G) and competent to teach Physics to 'O' and 'A' level. The successful applicant will be appointed and will be expected to assume responsibility within the department.
Haydon School is a mixed, six form entry, 11 - 18 comprehensive. The school serves a residential area in the south of the Borough of Hillingdon.
Since re-organisation in 1977 the Physics Department has been re-equipped with two new laboratories and two new technicians. Courses are well established and successful and popular with the students.
It is hoped to appoint a teacher who is able and willing to make a positive contribution to the life of the school through participation in extra-curricular activities.
Please apply in the first instance by letter to the Head of the School enclosing a curriculum vitae and stating the names and addresses of two referees.
(01301)
134820

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
HERDING LANE SCHOOL
Penrith Road, Sheffield S5 8TH
Tel: 0742 360921 (12 - 18 mixed; 740 on roll)
Required for September 1984, a suitably qualified TEACHER OF PHYSICS Scale 2, interest in microelectronics and technology would be advantage. Particularly well qualified candidates willing to undertake additional responsibilities are invited to apply for the post of SECOND IN CHARGE OF PHYSICS DEPARTMENT Scale 3.
It is essential that intending applicants obtain further details of the posts from the school before applying.
Application forms and further details available from the Headteacher at the school to whom completed forms should be returned by 18th May. (19156)
134820

Scale 1 Posts

BERKSHIRE

WINDSOR GIRLS SCHOOL
Imperial Road, Windsor SL4 3RT
Required by September, a well qualified teacher of Chemistry (Scale 1 or 2 according to qualifications and experience) to teach up to 'A' level.
Application form and further details from the Headteacher at the school (s.a.e.).
Closing date: 25/5/84.
Equal Opportunity Employer. (19468)
134820

BERKSHIRE

SOUTHLANDS SCHOOL
Northumberland Avenue, Slough
Girls' Comprehensive N.O.R. 800
The promotion of several members of staff creates vacancies in September for enthusiastic and well qualified teachers in the following subject areas: MATHS - SCIENCE.
Applicants should apply immediately by letter giving full curriculum vitae and the names of two referees to the Headteacher, Mrs. Jean Darby, Southlands School, Northumberland Avenue, Slough SL1 3HA. Tel: (0753) 23611.
Closing date for receipt of applications 18th May, 1984.
Interviews will be held on 29th May, 1984.
Applications are welcomed from suitably qualified candidates irrespective of sex, marital status or disability. (00369)
134428

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT TEACHER - PHYSICS
Scale 2
ST. JULIE'S R.C. COMPREHENSIVE (GIRLS)
Speke Road, Woolton, Liverpool L25 7TW
Required for September, 1984. The post requires experience in the teaching of Physics to Advanced level and also Physics to Junior General science. An interest in the teaching of electronics would be an advantage.
Application from obtainable (SAE) from the head teacher at the school. Please quote ref. no. A/M 1434(D). To be returned by 31 May, 1984.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (00369)
134820

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
HERDING LANE SCHOOL
Penrith Road, Sheffield S5 8TH
Tel: 0742 360921 (12 - 18 mixed; 740 on roll)
Required for September 1984, a suitably qualified TEACHER OF PHYSICS Scale 2, interest in microelectronics and technology would be advantage. Particularly well qualified candidates willing to undertake additional responsibilities are invited to apply for the post of SECOND IN CHARGE OF PHYSICS DEPARTMENT Scale 3.
It is essential that intending applicants obtain further details of the posts from the school before applying.
Application forms and further details available from the Headteacher at the school to whom completed forms should be returned by 18th May. (19156)
134820

HUMBERSIDE

EDUCATION COMMITTEE
Grimsby Division
WILLIAM TOLL SEC SCHOOL
Grimsby Road, New Waltham, Grimsby
Roll: 1,350 11-18 age range
Required September, 1984: DEPUTY HEAD OF CHEMISTRY/SCALE 3. This is a comprehensive school in a rural area. The school is surrounded by open fields. It serves the fishing village and the small industrial area to the East Coast.
An enthusiastic teacher, preferably an Honours graduate with proven teaching ability at least up to G.C.E. 'O' level is sought to help to lead this Department. The applicant should have drive, energy and initiative. The Chemistry Department is based on the self-contained Science Block and has a splendid laboratories for the individual sciences.
Enthusiasm and a willingness to play a full part in the life of the school are sought.
Letters of application, including details of qualifications vitae and the names and addresses of two referees, should be forwarded to the Head Teacher to reach him by 18th May, 1984. (01481)
134820

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY SCHOOL
Madeley, Telford TF7 5HX
Scale 2 Teacher of Physics from September to teach subject to 'A' and 'O' level.
Letters of application from the Head, together with the names and addresses of two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
(11 - 18 Comp. N.O.R. 786 boys)
Required September, Scale 2 Teacher of Physics and Integrated Science in this eight form entry comprehensive school (12 - 16) with good courses (including CSE/O level) and established Sixth Form a post is available for a suitably qualified and experienced candidate but teachers applying for this post will be seriously considered.
Application forms and further details of the teaching post will be obtained by a stamped addressed envelope to the Headteacher by 18th May. Please enclose foolscap envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER.
(19355)
134890

BERKSHIRE

WINDSOR GIRLS SCHOOL
Imperial Road, Windsor SL4 3RT
Required by September, a well qualified teacher of Chemistry (Scale 1 or 2 according to qualifications and experience) to teach up to 'A' level.
Application form and further details from the Headteacher at the school (s.a.e.).
Closing date: 25/5/84.
Equal Opportunity Employer. (19468)
134820

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT TEACHER - PHYSICS
Sc

SECONDARY SCIENCE
continued

ESSEX

NEWPORT FREE GRAMMAR SCHOOL Saffron Walden CB11 3TR
Tel: (0799) 40237
(Roll 750)

BIOLOGY TEACHER. Scale 1 well qualified graduate to teach Biology throughout the school. A level work available.
Pre-U Science (AS/CSE) to flourishing department.
Letter of application with curriculum vitae and names of two referees should be sent to the Headteacher by 18th May, 1984. (Tooleap 1, 134822 please).

HAMPSHIRE

THE NEW FAREHAM ST. ANNE'S SCHOOL
11 - 18 mixed Comprehensive - 1,065 on roll.
Required September - SCIENCE - Scale 1 (2 teachers required) to teach Physics and Chemistry.
Applications should be by letter with curriculum vitae and names of two referees to be sent to the Headmaster, Bishopfield Road, Fareham, Hants, PO14 1NS. (Ref:SM/SW/DO/A) 134822

HARROW

EDUCATION COMMITTEE ROOKSMOOR HEATH HIGH SCHOOL
South Harrow
SCALE 1 CHEMISTRY & PHYSICS. (See under Secondary Science - Scale 1 & 2 Posts) (19236) 134822

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING SCHOOL
Brackenwalla Gardens, Hornchurch, Essex RM11 3UX
(0708) 990 Mixed : Sixth Form 190
Tel: Upminster 28650 (Headteacher : L.R.M. Honey, M.Ed.)

Teacher of Physics. Scale 1. Required for September 1984, a graduate teacher of Physics to join a well established department. The successful candidate will be required to teach to subject to 'A' level. This is very suitable post for a probationary teacher.
Applications by letter including full curriculum vitae and the names and addresses of two referees should be sent to the Headteacher as soon as possible. (1158/AM) 134822

HERTFORDSHIRE

VERULAM SCHOOL
Brampton Road, St. Albans AL1 4PR

Head: Mr. M.C. Morgan

910 boys: 160 in 6th form

Required in September, Teacher for Physics up to 'A' level. Scale 2 post is available for suitably experienced candidate. Physics is a strong subject in the school taken by a substantial number of boys in the sixth form. London fringe allowance payable.

Application with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (02319) 134822

HUMBERSIDE

EDUCATION COMMITTEE CROWNEY DIVISION
LINDSEY SCHOOL
Grand Avenue, Cleethorpes
Required for September 1984, enthusiastic and well qualified graduate to teach Biology up to 'A' level together with some Chemistry at this school. A level work available.
Pre-U Science (AS/CSE) to flourishing department.
Letter of application with curriculum vitae and names of two referees should be sent to the Headteacher by 18th May, 1984. (Toolscap 1, 134822 please). (1982/1)

HUMBERSIDE

EDUCATION COMMITTEE CROWNEY DIVISION
CHELSEA PARK SCHOOL
Chelsfield Avenue, Grimsby
SCALE 1 PHYSICS
TEACHER required September 1984, (Lower Scale) to be concerned with the opportunity to teach from and/or to 'A' level. A SCALE 2 may be available to suitable applicant. The school is a 13 - 16 comprehensive. E.S.A. allowance payable.
Letters of application, including details of full curriculum vitae and the names and addresses of two referees should be forwarded to the Headteacher, Mr. Jones, by 18th May, 1984. (01/84) 134822

LONDON

URSULINE CONVENT HIGH SCHOOL Wimbledon, London SW19 5HD
Co-ed comprehensive High School, 13 - 18, 920 on roll
Required September 1984, Graduate Teacher of Physics, Scale 1. Required for September 1984, a graduate teacher of Physics to join a well established department. The successful candidate will be required to teach to subject to 'A' level. This is very suitable post for a probationary teacher.
Applications by letter including full curriculum vitae and names and addresses of two referees should be sent to the Headteacher as soon as possible. (1158/AM) 134822

MERTON

LONDON BOROUGH OF MERTON
RUTLISH GIRLS' GRAMMAR SCHOOL Watery Lane, Merton Park, London SW19 3DT
Roman Catholic 11 - 18 years. Girls 850 in Sixth Form.
Scale 1 graduate required for September 1984 to teach Physics up to CSE and 'O' level over 100 Girls with a strong likelihood of possibility of some 'A' level work. Opportunity to take part in Science Club.
Applicants should write as soon as possible to the Clerk to the Governors with full curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible. (02319) 134822

NORFOLK

SMITHDON HIGH SCHOOL
Downs Road, Kingstanton PE35 6HY

Roll: 990 mixed (Group 10) 11 - 16 Years

SCALE 1 BIOLOGY TEACHER

Required September 1984. Willingness to teach some Agricultural Science essential.

Apply by letter giving names of two referees and c.v. to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing Date: 21st May 1984. (19570) 134822

NORTHAMPTONSHIRE

WEAVERS SCHOOL
Weavers Road, Wellingborough, Northants. NN8 3EQ

SCALE 1 CHEMISTRY

Required for September a well-qualified teacher of Chemistry throughout the 11 - 16 age range. Some Physics teaching also required. Extra-curricular activities will be welcomed. Fringe allowance payable.
Please write to the Headmistress's secretary for an application form and a s.a.e. for acknowledgement, giving the name and addresses of two referees. Closing date for applications 18th May. (00851) 134822

NORTHAMPTONSHIRE

MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants. NN9 6ND

Two vacancies exist in the Science Department for SCALE 1 ASSISTANT TEACHERS in this small rural 11 - 18 comprehensive for 760 pupils. One of the vacancies will be filled permanently, the other will be a one year temporary appointment. Suitable candidates will be able to offer a wide ranging knowledge of Science with specialism in either Physics or Biology.

Further details and form from the Headmaster (SAE please). (19174) 134822

OLDHAM

METROPOLITAN BOROUGH

NORTH CHADDERTON
SCHOOL
Chadderton Hall Road, Chadderton, Oldham

BIOLOGY TEACHER - SCALE 1

Required for September 1984 at this 11 - 18 mixed comprehensive of about 1,350 pupils.

A graduate is required to join a large and successful department teaching Biology to 'O' and 'A' Level.

Biology is part of an integrated Science course in years 1 and 2 and the successful candidate will assist in this area. The subject is a popular choice at 'O' and 'A' Level and the school is well equipped with laboratories.

Applications by letter to the Head by the school by 18th May 1984. (19195) 134822

OLDHAM

METROPOLITAN BOROUGH

KAKTENMOOR SCHOOL
Rochdale Road, Oldham

The following posts are available from September 1984 at this 11 - 18 Comprehensive of Social Priority School of 1100 pupils.

Physics Teacher - Scale 1

This thriving department is involved in the integration of Computer usage into all aspects of its work and it is hoped that the successful candidate will play a major role in this area.

Applications by letter (no formal to the Head) giving full C.V. and names and addresses of two referees to reach by May 19th. (19226) 134822

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
STOCKSBRIDGE SCHOOL Deepcar, Sheffield S30 5NS
Stocksbridge, Sheffield S30 5FX
(Roll 1,000 (mixed)
Required for September 1984, Physics - Scale 1.
Required to teach Physics up to C.S.E. Ordinary level together with some work in an integrated science course in the Lower School (Ability to cater for Average Pupils). Some studies or Awareness Courses may be in advantage.
Application forms and further details available from the Headteacher at the School to whom completed forms should be returned by the 18th May. (19187) 134822

STOCKPORT

REQUIRED FOR SEPTEMBER 1984
TEACHER OF PHYSICS PLUS COMPUTER STUDIES
Scale 1 plus S.P.A. (Ref. 4568)
BRINNINGTON COMMUNITY HIGH SCHOOL
Lapwing Lane, Brinnington, Stockport SK5 8LF
Graduate is required to teach Physics in Years 7 - 11. Computer Studies willing the core component of COMPUTER STUDIES exam. General Science/Mathematics in lower school. Commitment to and a willingness to participate in the life and work of a community school is essential.
Applications should be made directly to the Headteacher, from whom further details are available, quoting reference by 21st May, 1984. (19227) 134822

SURREY

EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL Guildford, Surrey GU2 5YX
(11 - 18 mixed Comp. NOR 1,150) Sixth Form 300
PHYSICS Specialist - Scale 1 (A) required for September 1984 to teach at all stages up to 'A' level. Well developed department with new equipment and modernised laboratories.
MATHEMATICS would be welcome as a second subject. Scale 2 possible for suitably qualified applicant.
Further details and application form from Head (SAE please). (19184) 134822

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 3060
(6th form entry comprehensive 11 - 18 mixed, approx. 1600 on roll)
CHEMISTRY SCALE 1
Required September 1984 a graduate teacher of Chemistry to join a team of teachers. The successful candidate will be expected to teach to 'O' and 'A' levels.
Ability by letter to the Head Teacher, enclosing c.v. and names of referees. (19211) 134822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
EXECUTIVE FOR SEPTEMBER
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill E17
Head: Mrs. C. Moffett
SCALE 1 PLUS L.A. TEACHER
SCALE 1 plus L.A.
Required in this comprehensive school for girls' aged 14 - 18 years (600 on roll). The department is well established with a strong tradition of work at all levels and has large and spacious accommodation.
Application form and further details available from and returnable to the Head of the school (s.a.e. please). Closing date 25th May, 1984. Ref. A 18. (19106) 134822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM PITT HIGH SCHOOL
Keswick Road, London 17
Acting Head: Miss Gould
Required for September SCIENCE TEACHER. Sixth Form London Allowance.
Required for this comprehensive school (or pupils aged 11 - 18 years (930 on roll) to teach integrated and separate Sciences with Mathematics.
Scale 2 available for an experienced candidate.
Send letter of application, c.v. and names and address of two referees to the Headteacher. Tel: 01-527 1234.
Ref : PSS/694. (19548) 134822

WARWICKSHIRE

CAMPION SCHOOL
Sydenham Drive, Leamington Spa CV31 1QH

(mixed comp. n.o.r. 900)

Required from September 1984, a teacher of CHEMISTRY at Scale 1 to teach to 'O' level (Nuffield). Post would suit an enthusiastic graduate interested in curriculum development in Science.

Application form and further details are available from the Headteacher at the school. (19446) 134822

WARWICKSHIRE

NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth, Nuneaton CV12 8QA

Required for autumn term (August) 1984, Teacher of PHYSICAL SCIENCE (Chemistry) to Physics/Chemistry up to 'O' level. Ordinary level teaching is available for a suitably qualified candidate. The Physical Sciences Department is well teaches and information technology. Closing date 21st May 1984.

Apply by letter, to the Head Teacher giving qualifications, experience and the names and addresses of two referees. (19445) 134822

WIGAN

METROPOLITAN BOROUGH OF WIGAN
GRAMMAR HIGH SCHOOL
Kenyon Road, Standish, Wigan WN1 2QN
Tel: Standish 4234568. 11 - 16 mixed comprehensive.
Required September 1984, HEAD OF SCIENCE Scale 3.
Applications by letter and further particulars available from and returnable to the Head of the school (s.a.e. please). Closing date 25th May, 1984. Ref. A 15. (19106) 134822

WIGAN

METROPOLITAN BOROUGH OF WIGAN
ROSE BRIDGE COUNTY HIGH SCHOOL
Rose Bridge, Ince, Wigan WN1 2NR
Tel: Wigan 44161
11 - 16 mixed comprehensive
Required September 1984 Term 1984 PHYSICS Scale 1.
Application forms and further particulars available from and returnable to the Head of the school (s.a.e. please). Closing date 25th May 1984. Ref: A 19. (19108) 134822

WILTSHIRE

EDUCATION COMMITTEE

To co-educational, comprehensive school for 1270 pupils aged 11 - 18 years of whom 188 are in the Sixth Form

SCALE 1 TEACHER OF BIOLOGY

Required to take charge of the production of Biology Schemes of Work, Head of Department duties.

The Science Faculty comprises 7 teachers, with technician assistance.

Willingness to take an active part in the life and work of the school is essential.

Application forms and further details from the Headteacher, Mr. D. Bury, B.A., to whom completed forms should be returned by the 18th May. (SAE please). (19179) 134822

WILTSHIRE

EDUCATION COMMITTEE

LAVINGTON COMPREHENSIVE SCHOOL
The Spring, Market Lavington, Devizes, Wilts.

A teacher is required as from September 1984 to teach Physics to 'CSE' and 'O' levels in this 11 - 16 Comprehensive School. An ability to help with integrated science in the Lower School (Ability to cater for Average Pupils) and/or Games would be an added advantages.

Application forms and further details are available from the Headmaster, Mr. D. Bury, B.A., to receipt of a s.a.e. (19106) 134822

WILTSHIRE

COUNTY COUNCIL

ST. EDMUND'S SCHOOL Lancaster Road, Salisbury

(Tel: Salisbury 28565)

Girl's Secondary Modern School

Age range 11 - 16. n.o.r. 700

Required for September 1984 a teacher of Biology to Scale 1, to work in a Science Department to provide a full range of courses to GCE level and CSE.

It is hoped to appoint a well-qualified specialist teacher of Biology, but an additional qualification in balanced Science courses will be a distinct advantage.

Applications from student teachers prepared to make an enthusiastic commitment to the life and work of the school will be particularly welcomed.

Further details and application form on receipt of s.a.e.) from the Headteacher, C. Cox, B.A., at the school. (19355) 134822

WILTSHIRE

HARDENHUISH SCHOOL Chippenham, Wiltshire

Headmaster - Mr. R.J. Alderman

Mixed comprehensive 11 - 18 school (n.o.r. 1170)

Required for September 1984 a qualified teacher of Physics to teach Physics (Teaching General Science (Ability to cater for Average Pupils) to Lower School (11 - 13) and the ability to teach at least one physical science at Chemistry to O-Level. There could also be A-Level Physics for a suitable candidate.

The school is situated to the north of Chippenham in a pleasant parkland setting and the catchment area includes the town of Chippenham and surrounding villages.

Further particulars and application forms from the Headmaster, Hardenhuish School, Hardenhuish Lane, Chippenham, Wiltshire SN15 3RW (s.a.e. please). (09106) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
CALDY GRANGE GRAMMAR SCHOOL FOR GIRLS
West Kirby, Wirral L48 5AU
11 - 18 Girls 760 in Sixth Form
REQUIRED FOR SEPTEMBER 1st, 1984 SCALE 1 GRADE ASSISTANT TEACHER to teach Physics to Ordinary and Advanced Level. Ability to teach General Science at Junior level would be valuable.
Interest in games or societies welcomed.
Apply direct by letter to the Headmistress, Miss Orange, Organiser Lab. (01441) 134822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
REQUIRED FOR SEPTEMBER 1984
WOLVERHAMPTON GIRLS' HIGH SCHOOL
(11 - 18 form entry Grammar School)
PHYSICS/CHEMISTRY SCALE 1
Applications are invited from graduates to join an enthusiastic department. Opportunities for Curriculum development. Science Laboratories are well equipped and modernised.
Application forms and further details from the Headteacher, Miss E.M. Pearce, Wolverhampton Girls' High School, Compton Road West, Wolverhampton WV3 9RH. Closing date for receipt of completed forms 18th May, 1984. (19/84) 134822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
REQUIRED FOR SEPTEMBER 1984
WOLVERHAMPTON GIRLS' HIGH SCHOOL
(11 - 18 form entry Grammar School)
PHYSICS/CHEMISTRY SCALE 1
Applications are invited from graduates to join an enthusiastic department. Opportunities for Curriculum development. Science Laboratories are well equipped and modernised.
Application forms and further details from the Headteacher, Miss E.M. Pearce, Wolverhampton Girls' High School, Compton Road West, Wolverhampton WV3 9RH. Closing date for receipt of completed forms 18th May, 1984. (19/84) 134822

Social Studies

Scale 2 Posts and above

CAMBRIDGESHIRE

BRETTON WOODS COMMUNITY SCHOOL
Bretton, Peterborough PE3 8QT
11 - 18 Co-educational
Roll 1,000 (Comprehensive)
Principal: J.F. Gribble, B.A., M.Ed.
GROUP 11
REQUIRED FOR SEPTEMBER, 1984:-
Scale 2 - **Social Sciences**
Bretton Woods Community School opened in 1971. It is committed to the principles of comprehensive values in the development of community education.
A well-qualified and enthusiastic teacher of Humanities is required for a post with teaching ability range, with specialism in Social Sciences to 'A' level.
The teacher will serve as a tutor with responsibilities for the development of courses in Humanities Faculties in the ability range, with specialist contribution to 'A' level.
The teacher will serve as a tutor with responsibilities for the development of courses in Humanities Faculties in the ability range, with specialist contribution to 'A' level.
Application forms are obtainable from and returnable to the Personal Assistant, Mrs. Goodrich, Bretton Woods Community School, Bretton, Peterborough PE3 8QT. Closing date 18th May 1984. (19/84) 135622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE
EDUCATION COMMITTEE

GOSFORTH HIGH SCHOOL

TEMPORARY TEACHER OF ENGLISH (SCALE 1 POST)

Required from September 1984, initially for one year, a suitably qualified teacher of English to work with English teacher on appointment to a Scale 1 post.

Application forms are obtainable from and returnable to the Head teacher, Mrs. Gosforth High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 1DX. Tel: 0632 852814. Closing date 18th May, 1984. (19/84) 135622

NORTHAMPTONSHIRE

KINGSTHORPE UPPER SCHOOL
Northampton

See under 'Music Section- Scale 1'. (19533) 135222

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
COLLEY SCHOOL
Abbeydale Road, Sheffield S7 2QS
Required immediately a Scale 1 for the temporary teacher of Music and Drama. Years 1 to 5 and to cover a colleague on sick leave.
Letters of application including CV and names of 2 referees should reach the Head teacher as soon as possible. (01450) 135222

Other than by Subject Classification

Heads of Department

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
VOCATIONAL EDUCATION
BRADFORD COLLEGE
Start September 1985. The Directorate of Education is committed to the development of a new provision for students with special needs. They must have appropriate qualifications, ability to innovate, proven experience in all aspects of remedial work and will be expected to take full responsibility for a small group of students and participate in the activities of the Division's state subsidiary teaching activities.
Apply by letter giving full curriculum vitae and names of two referees to the Headteacher as soon as possible. (SAE please). (01/84) 135620

OXFORDSHIRE

COUNTY COUNCIL
ICKNIELD SCHOOL
Eve Lane, Wallington
Group 10. Roll 980. Age 11 - 16
SPECIAL NEEDS PROVISION - SCALE 3
Required for September 1984, a specialist teacher to assist in the development of a new provision for students with special needs. They must have appropriate qualifications, ability to innovate, proven experience in all aspects of remedial work and will be expected to take full responsibility for a small group of students and participate in the activities of the Division's state subsidiary teaching activities.
Apply by letter giving full curriculum vitae and names of two referees to the Headteacher as soon as possible. SAE please. (01/84) 135620

STATES OF GUERNSEY

EDUCATION COUNCIL
LONGUE HAIE HIGH SCHOOL
Required with effect from 1st September 1984, a teacher to assist with the design and implementation of pre-vocational courses for non-academic 5th and 6th year secondary pupils. An ability to supervise and assess Housing allowance pending removal.
Assistance with passages in approved cases.
For further particulars and application form please telephone the Head of the Centre (Mrs. Jane Wycombe 445815. (19629) 135620

OLDHAM

METROPOLITAN BOROUGH

MULTICULTURAL EDUCATION AND LANGUAGE SERVICE

Required for September 1984 or possibly earlier, suitably qualified and experienced teachers for the following vacancy:-

Special Needs Scale 2 Teacher to work in server-ed school with small number of children of overseas origin with particular interest with the organising and development of work in the Scale 1 teachers advisory post.

Application form/details available from Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to Mr. Kelly, Multicultural Education Centre, Greengate Street, Oldham, OL1 1RW by 25th May 1984. (19477) 135622

WEST SUSSEX

SYDON SCHOOL
Thakeham, Storrington RH20 3EL
(SN 450 - 11 - 18)
Head: Community Service - Community Studies (Scale 3). (19616) 135620

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
TOKYNGTON MIDDLE SCHOOL Teachers SCALE 1

Required for September 1984 a teacher of Science to teach Science throughout the school. Ability to teach Physics to 'O' level and Chemistry to 'O' level desirable.
Application forms and further details from the Headteacher, Mr. Jones, to whom completed forms should be returned by 18th May, 1984. (19/84) 135622

BEDFORDSHIRE

NORTHERN AREA
HASTINGS RURAL UPPER SCHOOL
Bill Rise, Kempston, Bedfordshire
Roll 1,548 (mixed comprehensive 11 - 18)
Required September - DRAMA Scale 1
Applications should be by letter with curriculum vitae and names of two referees and be sent to Mr. Hadmaster, The Principal: J.F. Gribble, B.A., M.Ed.
GROUP 11
REQUIRED FOR SEPTEMBER, 1984:-
Scale 1 - **Mathematics**
An enthusiastic and imaginative leader with relevant experience is sought to teach Mathematics to mixed ability groups. Experience in Mathematics, Technical Studies or boys' PE would be an advantage.
Application forms and further details from the Headmaster, Miss Rees.
Visits welcomed by the school immediately. Closing date 18th May 1984. (19589) 135622

Scale 2 Posts and above

BUCKINGHAMSHIRE

WYCOMBE AREA
THE TOWN HALL CENTRE
66 Roberts Road, High Wycombe, Bucks.
Head: Mrs. V. Flack
An additional appointment (Scale 2) is available from September, 1984 at this detached centre for teenagers and age pupils with behavioural problems. Applications are invited from experienced and enthusiastic teachers who can offer general academic subjects, including an interest in social work skills and physical activities.
Reimbursement of removal expenses, assistance with legal and Estate Agents fees and maximum payment of £2500 incidental expenses £150 payable on approved cases. Housing allowance pending removal may be payable in approved cases.
For further particulars and application form please telephone the Head of the Centre (Mrs. Jane Flack) High Wycombe 445815. (19629) 135620

OLDHAM

METROPOLITAN BOROUGH

MULTICULTURAL EDUCATION AND LANGUAGE SERVICE

Required for September 1984 or possibly earlier, suitably qualified and experienced teachers for the following vacancy:-

SCALE 1 AND 2 POSTS

Applications are invited for the teaching posts in all subjects across the secondary schools from 1st September, 1984. Individual advertisements for specific posts in secondary schools will not be published as in previous years, except for certain vacancies in shortage subjects - Mathematics, Chemistry, Home Economics, Physics, Technical Subjects and Modern Languages. Advertisements for these subjects will appear under the appropriate section in this publication and the returned forms should be returned direct to the school concerned. However, general applications in these shortage subjects are also welcome, and these should be sent to the address given below.

Application forms received will be acknowledged initially, but there may be some delay in further correspondence with applicants. Please send S.A.E. for application form, obtained from the Director of Education, Education Department (TAB), Cheetwood House, Park Lane, Croydon, CR9 1TP. (19617) 135622

ISLE OF WIGHT

COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenues, Isle of Wight PO31 8BB
(Roll 1,000 (mixed) Group 10)
Required September 1984, Scale 2 post to teach across the age and ability range, including the Sixth Form. A contribution in the social, political or health education areas would be particularly welcomed. The appointment will be temporary for one year.
Applications by letter to the Headteacher, the school as soon as possible. (19/84) 135622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE
EDUCATION COMMITTEE

WALBOTTLE HIGH SCHOOL

TEMPORARY TEACHER OF ANALYTICAL WITH HISTORY AND CLASSICAL STUDIES OR LATIN (SCALE 1 POST)

Required for September 1984 or possibly earlier, a suitably qualified and experienced teacher for the following vacancy:-

Bilingual Education Scale 2 teacher.

Required to organise and develop a newly established unit initially, but there may be some delay in further correspondence with applicants. Please send S.A.E. for application form, obtained from the Director of Education, Education Department (TAB), Cheetwood House, Park Lane, Croydon, CR9 1TP. (19617) 135622

OLDHAM

METROPOLITAN BOROUGH

MULTICULTURAL EDUCATION AND LANGUAGE SERVICE

Required for September 1984 or possibly earlier, suitably qualified and experienced teachers for the following vacancy:-

Bilingual Education Scale 2 teacher.

Required to organise and develop a newly established unit initially, but there may be some delay in further correspondence with applicants. Please send S.A.E. for application form, obtained from the Director of Education, Education Department (TAB), Cheetwood House, Park Lane, Croydon, CR9 1TP. (19617) 135622

CROYDON

LONDON BOROUGH OF CROYDON

Education Committee

APPOINTMENTS TO SECONDARY SCHOOLS - SEPTEMBER 1984

SCALE 1 AND 2 POSTS

Applications are invited for the following teaching posts in all subjects across the secondary schools from 1st September, 1984. Individual advertisements for specific posts in secondary schools will not be published as in previous years, except for certain vacancies in shortage subjects - Mathematics, Chemistry, Home Economics, Physics, Technical Subjects and Modern Languages. Advertisements for these subjects will appear under the appropriate section in this publication and the returned forms should be returned direct to the school concerned. However, general applications in these shortage subjects are also welcome, and these should be sent to the address given below.

Application forms received will be acknowledged initially, but there may be some delay in further correspondence with applicants. Please send S.A.E. for application form, obtained from the Director of Education, Education Department (TAB), Cheetwood House, Park Lane, Croydon, CR9 1TP. (19617) 135622

ISLE OF WIGHT

COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenues, Isle of Wight PO31 8BB
(Roll 1,000 (mixed) Group 10)
Required September 1984, Scale 2 post to teach across the age and ability range, including the Sixth Form. A contribution in the social, political or health education areas would be particularly welcomed. The appointment will be temporary for one year.
Applications by letter to the Headteacher, the school as soon as possible. (19/84) 135622

OLDHAM

METROPOLITAN BOROUGH

MULTICULTURAL EDUCATION AND LANGUAGE SERVICE

Required for September 1984 or possibly earlier, suitably qualified and experienced teachers for the following vacancy:-

SCALE 1 TEACHERS

To work in primary and/or secondary schools with children of overseas origin who have learning difficulties. Teachers appointed will work closely with the staff of the Authority's Multicultural Education and Language Service, to which they will be attached and with the Educational Psychologists. Any background in Language work with children will be an important qualification. This is a new challenging area and we are looking for teachers who are adaptable and have initiative.

Application forms/details available from Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to Mr. Kelly, Multicultural Education Centre, Greengate Street, Oldham, OL1 1RW by 25th May 1984. (19274) 135622

Required for 1st September, 1984

4. SIR THOMAS PICTON COMPREHENSIVE SCHOOL HAVERFORDWEST (Group 11)

A suitably qualified teacher is required for the teaching of RURAL SCIENCE, CHEMISTRY and INTEGRATED SCIENCE in years 1 to 5, Scale 1.
Further particulars are available from the Headteacher (s.a.e. please) to whom applications by letter giving full curriculum vitae and the names of two referees should be returned by 24th May, 1984.

5. FISHGUARD COMPREHENSIVE SCHOOL, HEOL DYFED, FISHGUARD, SA65 9DT (Group 11)

Assistant Teacher (Scale 1) to teach FRENCH/ENGLISH to CSE Level.
Application form is available on receipt of a stamped addressed envelope from the Head teacher to whom completed applications should be returned by 24th May, 1984.

W.J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, SA31 3NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 3NH.

(14488)

OLDHAM

METROPOLITAN BOROUGH

MULTICULTURAL EDUCATION AND LANGUAGE SERVICE

Required for September 1984 or possibly earlier, suitably qualified and experienced teachers for the following vacancy:-

SCALE 1 TEACHERS

To work in primary and/or secondary schools with children of overseas origin who have learning difficulties. Teachers appointed will work closely with the staff of the Authority's Multicultural Education and Language Service, to which they will be attached and with the Educational Psychologists. Any background in Language work with children will be an important qualification. This is a new challenging area and we are looking for teachers who are adaptable and have initiative.

Application forms/details available from Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to Mr. Kelly, Multicultural Education Centre, Greengate Street, Oldham, OL1 1RW by 25th May 1984. (19274) 135622

Required for 1st September, 1984

4. SIR THOMAS PICTON COMPREHENSIVE SCHOOL HAVERFORDWEST (Group 11)

A suitably qualified teacher is required for the teaching of RURAL SCIENCE, CHEMISTRY and INTEGRATED SCIENCE in years 1 to 5, Scale 1.
Further particulars are available from the Headteacher (s.a.e. please) to whom applications by letter giving full curriculum vitae and the names of two referees should be returned by 24th May, 1984.

5. FISHGUARD COMPREHENSIVE SCHOOL, HEOL DYFED, FISHGUARD, SA65 9DT (Group 11)

Assistant Teacher (Scale 1) to teach FRENCH/ENGLISH to CSE Level.
Application form is available on receipt of a stamped addressed envelope from the Head teacher to whom completed applications should be returned by 24th May, 1984.

W.J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, SA31 3NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 3NH.

(14488)

SURREY

ST. PETER'S & MERROW GRANGE SCHOOL
Merrow Lane, Guildford, Surrey GU4 7BQ
REQUIRED FOR SEPTEMBER 1984
Graduate Teacher of Mathematics. Scale 1.
Graduate Teacher of Physics.
This School has a strong computer department and ability to participate in computer education would be an advantage in both the above posts.
Subsidised accommodation available for single teacher. (01414)

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Nr. Tyldesley, M29 7EE
Tel: Atherton 883144
11 - 16 mixed comprehensive
Required for Autumn term 1984
METALWORK AND C.D.T. Scale 1
WOODWORK AND C.D.T. Scale 1
GIRLS P.E. Scale 1
Part-time (3 sessions)
Application forms and further particulars available from and returnable to the head of the school (s.a.e. please). Closing date 25th May 1984. Ref. A19. (19628) 135622

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Nr. Tyldesley, M29 7EE
Tel: Atherton 883144
11 - 16 mixed comprehensive
Required for Autumn term 1984
METALWORK AND C.D.T. Scale 1
WOODWORK AND C.D.T. Scale 1
GIRLS P.E. Scale 1
Part-time (3 sessions)
Application forms and further particulars available from and returnable to the head of the school (s.a.e. please). Closing date 25th May 1984. Ref. A19. (19628) 135622

CYNGOR SIR DYFED
COUNTY COUNCIL

YN EISIAU ERBYN 1af MEDI, 1984.
AIL-HYSBYSWYSEB
1. YSGOL GYNRADD DEWI SANT, TY DDEWI (Grwp 2)
Gwahoddir cefeiddwyr am swydd PRIFATHRO/PRIFATHRAWES yr uchod uchod.
Rhaid fo'r ymgeiswyr fod wedi dysgu am o leiaf bum mlynedd mewn ysgolion cynradd.
Ffurflenni pellach oddi wrth y Prifathro. Cefeiddwyr i'w dychwelyd erbyn 24 Mai, 1984.

Required for 1st September 1984:
2. PEMBREY C.P. SCHOOL (Group 4)
Applications are invited from experienced qualified teachers for the post of HEADTEACHER. Applicants should have at least 5 years teaching experience in the Primary Sector, knowledge of Welsh is desirable.
Application forms and further details are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 3NH to whom they should be returned by 24th May, 1984.

YN EISIAU ERBYN 1af MEDI, 1984
3. YSGOL GYFUN TREGELDY (Grwp 9)
ABERYSTWYTH SY23 1EU (Grwp 9)
Athrof Athrawon Ieithoedd: GWYDDONIAETH GYFFREDINOL yn nosbarthiadau 1-3, a chemeg GWYDDONIAETH A.L. i dderbyn Cadeirydd Adran. Rhaid i'r ymgeisydd fod yn barod i wneud trwyth SAESNEG, and y mae cynllun Cymraeg yn datblygu yn yr ysgol hon.
Gellir cael ffurflenni cais a manylion pellach oddi wrth Arolygydd yr Adran yn ystod oriau'r ysgol a'r swyddfa addi wrth y Prifathro. Cefeiddwyr i'w dychwelyd a'r Prifathro erbyn 24 Mai, 1984.

Required for 1st September, 1984
4. SIR THOMAS PICTON COMPREHENSIVE SCHOOL HAVERFORDWEST (Group 11)
A suitably qualified teacher is required for the teaching of RURAL SCIENCE, CHEMISTRY and INTEGRATED SCIENCE in years 1 to 5, Scale 1.
Further particulars are available from the Headteacher (s.a.e. please) to whom applications by letter giving full curriculum vitae and the names of two referees should be returned by 24th May, 1984.

5. FISHGUARD COMPREHENSIVE SCHOOL, HEOL DYFED, FISHGUARD, SA65 9DT (Group 11)
Assistant Teacher (Scale 1) to teach FRENCH/ENGLISH to CSE Level.
Application form is available on receipt of a stamped addressed envelope from the Head teacher to whom completed applications should be returned by 24th May, 1984.
W.J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, SA31 3NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 3NH.
(14488)

WARWICKSHIRE
KING EDWARD VI COLLEGE
King Edward Road
Nuneaton CV11 4BE

PRINCIPAL
(Group 10)

Applications are invited for the post of Principal of this Voluntary Aided Mixed Sixth Form College, with effect from 1st January 1985; expected number on roll from September 490.

Applications, including a curriculum vitae and the names of two referees, should be made directly by letter to the Clerk to the Governors at the College, from whom full details may be obtained.

Closing date: Friday, 25th May, 1984.

(4485)

Sixth Form and Tertiary Colleges

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

BERKELEY SIXTH FORM COLLEGE
Broomfield Road, Brislington, Bristol BS4 3TA
Required for September 1984 or January, 1985 an Assistant Principal (Deputy Group 11).
Applicants must be practising Roman Catholics.
Further details from and letters of application to the Principal returnable by 1st June, giving full c.v. and names of two referees. Please enclose s.a.e.
Avon is an equal opportunities employer. (19863/1140013

Heads of Department

ESSEX

SOUTH EAST ESSEX SIXTH FORM COLLEGE
Runnymede Close, Shoeburyness, Essex SS3 9QR
(Roll 1800 plus ! Open University)
HEAD OF BIOLOGY. Scale 4
Required for September 1984 to lead a team of biologists, essentially in the Sixth Form.
Particulars from and to: Principal, South East Essex Sixth Form College, Runnymede Close, Shoeburyness, Essex SS3 9QR. Closing date 18th May, 1984. (19/84) 135622

WEST GLAMORGAN
County Council

LECTURING VACANCIES

Applications are invited from suitably qualified persons for the following posts

SIXTH FORM & TERTIARY COLLEGES
.continued

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH

KING EDWARD VI COLLEGE
Lower High Street,
Stourbridge DY8 1TD

(Group 12)

Required September, TEACHER of MATHEMATICS to teach A level Maths. Post for suitably qualified/experienced candidate but newly qualified teachers are encouraged to apply. Salary £7,648 - £10,758 plus £1,000 London Allowance. Application forms and further details from the Principal to whom they should be returned by 25th May 1984. Please enclose stamped self addressed envelope.

HARROW is an EQUAL OPPORTUNITIES EMPLOYER (1925)

HAMPSHIRE
CRICKLADE COLLEGE
LECTURER II IN THEATRE STUDIES
Salary under Further Education Scheme Section. (19284) 140022

HARROW
EDUCATION COMMITTEE
HARROW SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middlesex HA1 3AQ
Tel: 01-422 3583

French. Graduate required to teach to Advanced Level for September 1984 for a one year temporary post-time 5 one year temporary post could be full-time if a second acceptable subject could be offered to Advanced Level, preferably in the social sciences/business studies areas.

Application forms from and to the Principal to reach him by, at the latest, 21st May 1984. Please enclose stamped self addressed envelope.

HARROW is AN EQUAL OPPORTUNITIES EMPLOYER (1925)

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY CENTRAL YEAR TRAINING SCHEME

Senior Lecturer: Business and Office Studies - see under Further Education. (6467) 140023

NORTH YORKSHIRE
COUNTY COUNCIL
SCARBOROUGH SIXTH FORM COLLEGE
Sandybed Lane, Scarborough YO12 5LP

Required for September 1984 a qualified and experienced linguist to teach FRENCH to 16 plus and GCE 'A' level. And LATIN to GCE 'O' level. A scale 4 available for a suitable experienced candidate. Scale 3 available with established and successful department. Ninety minutes French currently taking 'A' level French, fifteen 16 plus French and seven 'O' level Latin. An Intermediate level French course will start in September 1984.

Apply, stating full Principal giving full details of qualifications and experience and enclosing the names and addresses of two referees.

OXFORD
PRIVATE SIXTH FORM
Requires Resident
MODES STUDY CENTRE
19 George Street, Oxford OX1 2BQ
Required for September 1984 Lecturer/Senior Lecturer in Physics and Chemistry (at least one subject to A level). Teaching qualification and experience preferred, to join a dedicated staff teaching well-motivated students. Salary £5,648 - £9,738.

Apply to Principal with curriculum Vitae and the names and addresses of two referees. Interviews will be held on Saturdays. (19178) 140022

SHROPSHIRE
EDUCATION COMMITTEE

NEW COLLEGE
King Street, Wellington, Telford
(sixth form college)

Computer Studies

To teach the subject from September within the range of Advanced Courses to GCE 'A' level. Scale post for suitably qualified and experienced candidate but newly qualified teachers are encouraged to apply.

Apply directly with C.V. and two referees to the Principal at the College. (6A/E). (19153) 140022

SHROPSHIRE
SHREWSBURY SIXTH FORM COLLEGE
Priory Road, Shrewsbury SY1 1EH

Required September, graduate Mathematician to teach up to A-level in the mixed ability access College.

Further details from and applications to Principal at the College as soon as possible. (S.A.E.). (00578) 140022

WARWICKSHIRE
KING EDWARD VI COLLEGE
King Edward Road, Nuneaton CV11 4BE.
(Voluntary Aided Mixed Sixth Form College)

Required for September 1984 a qualified and experienced teacher of GEOGRAPHY to A' level. Scale 2 or 2 dependent on appropriate experience.

Also required for September 1984, Assistant Teacher of ENGLISH to A' level. This post is temporary for one term.

Applications, enclosing a curriculum vitae and the names of two referees should be made directly by letter to the Principal at the College from whom further details may be obtained.

Closing date: Wednesday, 23rd May. (01393) 140022

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WINSTANLEY COLLEGE
Winstanley Road, Orrell, Wigan WN5 7XF
Tel: Upholland 6821118. 16 - 19 mixed.

Required for Autumn, 1984, a Scale 3 teacher to teach A Level with Economics to A level and/or Sociology to O level.

Application forms and further particulars from and returnable to the Head of the school (s.a.e. please). Closing date: 25 May, 1984. Ref. 19. (19107) 140022

Special Education

Headships

HAMPSHIRE

ALLINGTON MANOR SCHOOL & THE SPECIAL COMMUNITY
Allington Manor, Allington Lane, Fair Oak, Eastleigh SO5 7DE

Head of Education - To develop and maintain a curriculum in interrelated school children, boys and girls aged 2-19. Dedicated, reliable 'child conscious'.

Apply in detail to the Principal. (01981) 140016

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
HOMEWOOD SCHOOL AND MALLING DIVISION
APPOINTMENT OF HEAD TEACHER - RE-ADVERTISEMENT
HARDWICK DAY SPECIAL SCHOOL
Cold Harbour Lane, Sittingbourne
Applications are invited for the post of Head Teacher of this Day Special School for pupils with learning difficulties, to take effect from January, 1985. At present form - 1984 Roll: 76.

Application forms and further details from the Divisional Education Officer, 122 High Street, West Malling, Kent ME19 6AE (Tel: 0732 - 844522) to whom they should be returned by 25th May 1984.

This is a re-advertisement - previous applicants will be re-considered.

APPOINTMENT OF HEAD TEACHER - RE-ADVERTISEMENT
ASHFORD HOUSE SCHOOL
Town Hill, West Malling, Kent
Applications are invited for the post of Head Teacher of this Group 4 (S) Residential Special School for maladjusted girls between the ages of 10 and 16 years.

The appointment is for January 1985 and arises from the retirement of the present Head Teacher.

Application forms from the Divisional Education Officer, 122 High Street, West Malling, Kent ME19 6AE (S.A.E. please) to whom they should be returned by 1st June 1984.

This is a re-advertisement - previous applicants will be reconsidered. (19872) 160010

Deputy Headships
Second Masters/ Mistresses

WEST SUSSEX
ST. ANTHONY'S SCHOOL
St. Paul's Road, Chichester PO19 3PA
(E.S.N.(M) Group 7 all age range)

Required September 1984, Deputy Headteacher for this all-age day school for children with moderate learning difficulties. There is an assessment unit for severely multi-handicapped children and an Extended Education Centre which is not housed on the school campus.

Applications are invited from experienced teachers with an Advanced Diploma in Special Education.

Form and details from Area Education Officer, Ambassador House, Terminus Place, Chichester PO19 1TP. (Tel: Chichester 777888).

Closing date 21st May, 1984. (19504) 160012

BERKSHIRE
EVELYN FOX
Tune Lane, Slough SL1 2XA
N.O.R. 100
DEPUTY HEAD required for September 1984/January 1985. The school caters for children with severe learning difficulties. Age range from 5-16 to 19+ years.

For further information and application form, please apply to the Head Teacher.

Visits to the school are welcome by prior appointment. Tel: Slough 25115.

Closing date: 18/5/84.

An Equal Opportunity Employer. (19458) 160012

DORSET
WINCHELSEA SCHOOL
Guernsey Road, Parkstone, Poole
Mixed Day Special School (5 - 16 age range 138 on roll)
Required January 1985, DEPUTY HEAD TEACHER at this Group 5(e) school for children with moderate learning difficulties.

Application forms and further details from the Staff-ing Officer, Eastern Area Education Office, Portman Road, Poole BH14 8JU (Tel: Bournemouth 512 58R or receipt of S.A.E.). Closing date 1st June). (19651) 160012

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
BENTLEY HIGH SECONDARY (RESIDENTIAL) SCHOOL
Bawtry Road, Bentley DN3 3DH
£11,778

A Deputy Headteacher (Group 5(e)) is required from September, 1984. Salary £10,410 - £11,895 plus £1,000 residential duties allowance.

Application for this important post are invited from teachers with a wide experience of developing curriculum and policies for young people with a wide range of Special Educational Needs.

Formerly a school for delicate children, Bentley now provides a mainstream focussed curriculum for secondary age pupils. The school has residential facilities as the pupils attending to date will be expected to help solve support problems in a multi-disciplinary staff. A communication of some evening residential duties will be required, presently paying £5,004 per annum, with involvement of 15 hours per week.

Prospective candidates are invited to contact the school for further information Application forms (01 42 563548/563737).

A completed form is available from the Chief Education Officer (Teachers Division) to whom they should be returned by 25th May 1984.

Bentley High School, Bawtry Road, Sheffield S1 4DH by Friday 25th May. (19149) 160012

NORTHUMBERLAND
PRIORY SCHOOL
Dene Park, Hexham NE46 3PB
(School for Children with Special Educational Needs)

Deputy Head Group 3(a) required from Jan. 1985 or earlier if poss.

Application forms, returnable 28.5.84, are to Director of Education, Hall, Morpeth NE61 2EF. (19434) 160012

Heads of Department

BUCKINGHAMSHIRE
WYCOMBE AREA
BRENCHWOOD SCHOOL
High Wycombe
Head of Humanities/or Scale 3 Geography/History
Fee under Soundness Scale 3 plus Scale 2 plus ALR (19626) 160016

NORTHUMBERLAND
REGIONAL SERVICE TO HEARING IMPAIRED CHILDREN
Northumberland, Newcastle upon Tyne and North of Tyneside
BASED AT
KENTON BARTON GRANGE COUNTY FIRST
Kitty Brewster, Blyth NE24 4RE

Qualified Teacher of the Deaf required at the start of the autumn term for a unit for hearing impaired children, situated in Kenton Barton Grange County First School, Newcastle upon Tyne. Salary Scale 2 plus £1,000 London Allowance or £887 per annum in a provincial area.

Equal Opportunities Employer. Details of the post are available from the Head Teacher of the unit (0632 - 862 - 3 - 4) or from the Regional Adviser for Hearing Impaired Children, Education Office, Portman Road, Newcastle upon Tyne NE2 1DX (Tel: 0632 - 811 - 8 - 0) to whom completed applications should be returned by 1st June 1984.

This is a re-advertisement. (19687) 160012

OXFORDSHIRE
OMEROD SCHOOL
Requires a Technician/Prep Master

Please see main advertisement under Administration General. (19355) 160011

Scale 2 Posts and above

BUCKINGHAMSHIRE
WYCOMBE AREA
THE CONINGSBY CENTRE
High Wycombe
Teacher Scale 3
(See under Secondary other than by subject Scale 3 and above). (19584) 160012

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY VALE AREA
Qualified Teacher required for children with special needs. Scale 3 - Scale 2 under Primary Scale 2 & Above'). (01487) 160040

ESSEX
ST. LUKE'S SCHOOL
Eastern Avenue, Loughton IG10 3JA
(Tel: 112)
Girls, aged 5-16 years
Tel: 01-508 4293
TEACHER, Scale 3(d)
An experienced and enthusiastic class teacher with additional responsibility for the management of Lower School. Closing date: 23rd May, 1984.

Application form and further details available from the Headteacher to the school (stamped s.a.e. required). (19828) 160040

GUERNSEY

STATES EDUCATION COUNCIL
Guernsey
Partially Hearing Service

QUALIFIED TEACHER OF THE DEAF

Required with effect from September 1984. Applicants should be fully qualified surdists and have had experience of working in a Secondary unit or in a peripatetic capacity across the entire age range. A working knowledge of B.S.L. would be an advantage. Scale IIB.

Please apply to the Director of Education, Education Department, P.O. Box No. 65, La Coupederie, St. Peter Port, Guernsey. (19139) 160040

CALDERDALE
METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

ASSESSMENT AND LEARNING SUPPORT SERVICE (ALSS)

Applications are invited for the following posts for which there are vacancies from August 1984:-

PRINCIPAL SUPPORT TEACHER - ASSESSMENT (SENIOR SCALE)

SUPPORT TEACHER (SCALE 3)

This post involves responsibility for the operation, organisation and management of the ALSS, with one area of Calderdale. The successful candidate must be able to make a significant contribution to the future development of the Service.

SUPPORT TEACHER

This post is for a teacher with a specific commitment to pre-school and primary age pupils. The ALSS is seeking to develop the role of the Support Teacher as a generic one, working in close liaison with the Assessment Teacher and Educational Psychologist.

Application forms and further details are obtainable from Education, Northgate House, Halifax HX1 1UN. Tel: 0422 - 57357, ext. 2258. Closing date 21st May 1984. (19427) 160040

DERBYSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION
Applications are invited for the following posts:

TEACHER IN CHARGE OF A SPECIAL UNIT FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA) attached to Ecclesbourne Secondary School, Duffield. Scale 3 plus £1,000 London Allowance.

TEACHER IN CHARGE OF A SPECIAL UNIT FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA) attached to Parkfield Junior School, Alfreton. Scale 3 plus £1,000 London Allowance.

Application forms and further details from the Director of Education, County Offices, Matlock DE4 3AG. Closing date 25th May 1984. (19441) 160040

HAVERING
LONDON BOROUGH OF HAVERING
CORBETTS TEY SCHOOL
Hornchurch Road, Upminster
Tel: Upminster 25888
(Co-Ed. (11-16) Mixed)
Headteacher: Mr. A.J. Hadley, B.Sc. Phil.

Second Deputy Headteacher required for September 1984 at this all age special school for pupils with moderate learning difficulties. The appointed candidate will be responsible for a department organisation of the junior school and will be expected to lead curriculum development with a team of teachers committed to an approach based on behavioural objectives. Responsibilities will also include the management and development of the school resource centre. Special school experience and/or specialist qualifications essential.

Application forms and further particulars are obtainable from Education, Town Hall, Romford RM1 3BD (Tel: 01-592 4545 ext. 2258) to whom they should be returned by 25th May 1984.

160040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
SPECIAL SCHOOLS (DAY AND RESIDENTIAL)
Meadowfield Way, Milton Regis, Sittingbourne
Tuesday, 25th September 1984 - Friday, 19th July 1985
Part-time Music Teacher with an interest in teaching and setting up music lessons. Scale 2(B) post for a suitable applicant.

Application forms and further details from the Headmaster at the school (s.a.e. please). Closing date 21st May 1984. (19697) 160040

KNOWSLEY
ALBERT HAMBLETON SCHOOL
Mossyvale Road, Huyton, Merseyside L36 4JA
Boys and Girls, aged 4 - 17 years with moderate learning difficulties
Required September 1984: Deputy teacher, to be a class teacher with responsibility for one age range and to offer a specialism in one or more of the following: Science/Arts/Humanities/Environmental Studies/Art/Music/P.E. Qualified teacher of the Deaf with a qualification in communication skills would be an advantage. Scale 2 or 3 according to qualifications and experience.

Application form with curriculum vitae and names of two referees to the Director of Education, P.O. Box No. 23, Cunard Building, Pier Head, Liverpool L3 1AH. Closing date 25th May 1984. (01754) 160040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MELROSE SCHOOL
Emmott Close, Mitcham, Surrey CR4 3RP
Maintained Day School for Physically Handicapped Pupils, No. on roll 80
Age Range Senior
Mainly Ambulant Pupils
No. on roll 80
Scale 2 ALLOWANCE £987
CLOSING DATE 23rd May 1984

Required September 1984 for 1 year a teacher (Salary scale 2a/3) to work mainly with subjects including Geography for the girls' G.C.S.E. level, and to take responsibility for the teaching of all C.S.E. subjects. Medical & special needs experience would be useful and the groups are small.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (19602) 160040

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
REGIONAL SERVICE TO HEARING IMPAIRED CHILDREN

APPOINTMENT TO TEACHERS OF THE DEAF (SCALE 2 POST)

Required from September 1984 a qualified and experienced teacher of the Deaf at the Junior Unit for hearing impaired children, Benton Park Primary School, Newcastle upon Tyne. The unit is part of the regional service consisting of North-umberland, Newcastle upon Tyne and North Tyneside employing 30 qualified teachers of the Deaf.

The teacher appointed will be responsible for the organisation of the unit and the integration of the hearing impaired children into the main school.

Further information and application forms may be obtained from and returned to Miss F. Forster, Head of Service to Hearing Impaired Children, Service Base, Jesmond Court, First School, Benton Park, Northumberland NE9 7AH (Tel: 091 - 281 - 3 - 4) by Monday 21st May 1984. (19574) 160040

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION ADVISORY AND SUPPORT SERVICE
HARROGATE/ALLERTON AREA
Required for September 1984 two Support Teachers (Scale 3 potential) to work in the Richmond/Easingston - area. Applicants should be suitably qualified in the education of children with special needs and experienced primarily in remedial or special needs work in Primary and Secondary education. The teachers will have responsibility for the supervision of classes for children with a variety of learning difficulties.

Salary: Burnham Scale 2 or 3 dependent upon qualifications and experience.

Application forms and further particulars are available upon request promptly in May (1984) from the County Adviser (Special Education), Officers' Mess, Ripon Road, Harrogate HG1 2PT. Applications should be returned by 25th May 1984. (19511) 160040

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION ADVISORY AND SUPPORT SERVICE
HARROGATE AREA
Applications are required from suitably qualified and experienced teachers for the post of Senior Special Education Advisory Teacher.

The teacher is responsible for the organisation and supervision of Special Education Support teachers and assistants and for advising teachers on matters of curriculum content, resources and organisation of work for exceptional pupils, almost the majority of the work of the Advisory and Support Service is carried out in ordinary and secondary schools though there are some duties when visiting special schools and assessing children in their homes, in addition each SSEAT contributes to the In-Service Training of teachers. Commencement date will be September 1984.

Salary: Burnham Scale 4a.

Application forms and further particulars are available upon receipt of a S.A.E. from the County Adviser (Special Education), Officers' Mess, Ripon Road, Harrogate HG1 2PT. Closing date 25th May 1984.

NORTHAMPTONSHIRE

WELLINGBOROUGH
SPECIAL UNIT
Youth Centre, Park Street, Wellingborough, Northants

Appointment of ASSISTANT TEACHER (scale 2 subject to review)

A second teacher is required for this special unit for September 1984. The unit caters for small groups of junior/secondary pupils who display emotional/behavioural difficulties. Pupils normally attend on a part-time basis, altered with their mainstream schools. Because of the specific demands of the post the successful candidate should be a teacher who is sympathetic to an individual's special needs (preferably male or female) and who is able to offer a variety of support in both academic and practical areas.

Visits would be welcome.

SALARY - Burnham plus Special Schools Allowance. Plus London Area Allowance.

Please send S.A.E. for application form from the Headmaster at the unit to whom application should be returned as soon as possible. (19520) 160040

OLDHAM
METROPOLITAN BOROUGH

OLDHAM SERVICES TEACHING PLAN

SCALE 2(B) TEACHER

Required for September 1984 to join the re-organised Social Services Teaching Team.

A further qualification or experience in working with children with learning or behavioural difficulties would be an advantage.

Application forms to be returned to Rory Mill, Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, forthwith or by 25th May 1984. (19585) 160040

OXFORDSHIRE
COUNTY COUNCIL
TEACHER OF HEARING IMPAIRED CHILDREN
Required for September 1984, a specially qualified teacher, for the post of support teacher in the Banbury area, working with hearing impaired primary/secondary children in mainstream schools. The teacher will be a member of a team working from the Special Education Resource Base at St. Gregory C.P. School, Scale 1 or 2 plus £1,000 according to experience.

Further details and application forms from the Chief Education Officer (Special Education), Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (01480) 160040

OXFORDSHIRE
COUNTY COUNCIL
CAREER COUNSELLING SERVICE
Applications are invited from experienced careers teachers to join the Pre-School Teacher Counselling Service. Experience in working with children with special educational needs, including hearing impairment, necessary. Scale 3.

Further details and application forms available from the Chief Education Officer (Personal Services), Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (19470) 160040

SOUTH-WEST SURREY
ST. DOMINIC'S SCHOOL
Hambledon, Godalming, Surrey
TEACHER OF ENGLISH
Required for September 1984, an English Specialist to take responsibility for English up to 'O' level. This is a non-maintained special school for delicate girls. Since many pupils have learning difficulties, an additional qualification in special education is likely to be helpful.

Application forms and further details may be obtained from the Head Teacher to whom completed forms should be returned by 25 May 1984. Applications from candidates who are not currently working with children with special needs will not be considered. (19557) 160040

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION ADVISORY AND SUPPORT SERVICE
HARROGATE AREA
Applications are required from suitably qualified and experienced teachers for the post of Senior Special Education Advisory Teacher.

The teacher is responsible for the organisation and supervision of Special Education Support teachers and assistants and for advising teachers on matters of curriculum content, resources and organisation of work for exceptional pupils, almost the majority of the work of the Advisory and Support Service is carried out in ordinary and secondary schools though there are some duties when visiting special schools and assessing children in their homes, in addition each SSEAT contributes to the In-Service Training of teachers. Commencement date will be September 1984.

Salary: Burnham Scale 4a.

Application forms and further particulars are available upon receipt of a S.A.E. from the County Adviser (Special Education), Officers' Mess, Ripon Road, Harrogate HG1 2PT. Closing date 25th May 1984.

WALTHAM FOREST
AN EQUAL OPPORTUNITIES EMPLOYER
WHITEFIELD SCHOOL
Shernhall Street, London E17 9HX
Head: Mr. P. Turner
Required September, Moderate Learning Difficulties.

DEPUTY TEAM LEADER 2

Teacher to act as the Deputy to the Leader of a team of staff and to supervise learning difficulties children in the 5 - 13 age range. Applicants should have experience in teaching children with learning difficulties and preferably have experience of working in special education. Whitefield School caters for children with special school catering for children with moderate learning difficulties. The curriculum is organised in separate departments with a strong emphasis on the individual. Training is offered to all members of staff in dyslexia and multi-sensory approaches.

Application forms are available from the school on receipt of a stamped addressed envelope.

DTL-2 8137680. (19848) 160030

ROYAL NATIONAL INSTITUTE FOR THE BLIND
EDUCATIONAL SERVICES
VISUALLY HANDICAPPED
Education Advisory Service to Ordinary Schools

Applications are invited from teachers who can contribute to the future development of the secondary section of this successful service. The Advisers, who should be experienced teachers of the visually handicapped, will be based in Cheltenham but will be required to travel widely in the South West of England.

Applications are welcomed from working as a member of a co-ordinated team. There will be a considerable amount of travel, requiring a car and secretarial help are provided. Applicants for a visually handicapped person's salary commencing Scale 3 (a). Interviews will be held in London.

Further details and application forms from Director General (RO) Royal National Institute for the Blind, 224 Great Portland Street, London W1N 6AA. Tel: 01-388 1266. (19118) 160030

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH

KING EDWARD VI COLLEGE
Requires Technician for Physics Department.

Please see main advertisement under Scale 2 and above. (19252) 140022

HAMPSHIRE
CRICKLADE COLLEGE
LECTURER II IN THEATRE STUDIES
Salary under Further Education Scheme Section. (19284) 140022

SHROPSHIRE
EDUCATION COMMITTEE

NEW COLLEGE
King Street, Wellington, Telford
(sixth form college)

Computer Studies

To teach the subject from September within the range of Advanced Courses to GCE 'A' level. Scale post for suitably qualified and experienced candidate but newly qualified teachers are encouraged to apply.

Apply directly with C.V. and two referees to the Principal at the College. (6A/E). (19153) 140022

SOMERSET
YEOVIL COLLEGE, YEOVIL
(Tertiary College)

Head of School of Mathematics

Senior Lecturer Scale

£10,683 to £13,443

Applications are invited for the above post which becomes vacant in September 1984.

The work of the School of Mathematics encompasses a wide range, from vocational preparation and YTS Numeracy to GCE 'A' and Oxbridge entrance examinations.

It is anticipated that the successful candidate will be a graduate or equivalent in Mathematics and/or Computer Science, with successful teaching experience to 'A' level and will be professionally trained as a teacher.

Application form and details (SAE) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil.

Closing date 22nd May 1984. (4459)

HERTFORDSHIRE COUNTY COUNCIL
ST ALBANS DIVISION
Watling View School (ESN(S))
Watling View, St Albans

Head Teacher, Group 5(S)
(Readvertisement)

Required for January 1985, an experienced and well-qualified teacher as Headteacher of Watling View School, St Albans. Applicants must hold an Advanced Diploma in Special Education.

Watling View School is a mixed day school for ESN(S) pupils aged 3–18 years. The school is housed in modern premises in a pleasant area to the south of this historic city centre of St Albans. Excellent facilities.

Further particulars and application form are available from the Divisional Education Officer, County Council Offices, Civic Centre, St Albans AL1 3JZ. Closing date 1st June, 1984. (Previous applicants may be reconsidered, if they so wish). (4484)

HARMENY SCHOOL,
(THE SAVE THE CHILDREN FUND),
BALERNO,
MIDLOTHIAN.

ASSISTANT HEADMASTER

Applications are invited for the above post due to the retirement of the present holder.

Harmeny School is a Residential Special School for thirty-two primary aged boys and girls with severe emotional and education problems.

The Assistant Headmaster's responsibilities include teaching a class of 10-12 year olds, some child care work, with weekend and evening work.

The post is resident, a four bedroom bungalow in the grounds is the Assistant Headmaster's residence.

Salary and conditions of employment as Scottish joint Negotiating Committee for Teaching Staff.

For further information, application form and job description please write to: The Headmaster at the above address.

Applications should be received by 1st June 1984. (4478)

HEADSHIP

From September 1984 or as soon as possible thereafter

St John's Special School
Austin Canons
Kempston
Bedford MK42 8AB

Group 6(S)

Estimated number on roll September 1984 – 111 children aged 3 –19 years.

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 6(S) Special School for pupils with severe learning difficulties.

Application form and further details are available from the Chief Education Officer, County Hall, Bedford, MK42 9AP.

Closing Date: 18th May 1984. (4368)

Bedfordshire

JOSEPH CLARKE SCHOOL – Vincent Road, London E4 7RT

Required for January or as soon as possible.

Head Teacher Group 6(S)

£13,170–£14,379 + Outer London Allowance, required for this all age school catering for blind and partially sighted pupils.

Application Form and further details available on receipt of sae from: Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

Closing date: 25th May, 1984. Ref. No. S8/685 (4339)

An Equal Opportunity Employer

Waltham Forest

LINGFIELD HOSPITAL SCHOOL

MANAGER

FURTHER EDUCATION UNIT

The Lingfield Hospital School is the largest non-maintained residential special school in the country for children and young people suffering from neurological disabilities including epilepsy and learning difficulties.

The Further Education Unit of the School, which instructs 160 young people between the ages of 16 and 19 in a wide variety of practical subjects, requires a senior teacher with handicraft skills and experience in managing commercial and industrial based enterprises to take over as Manager on the retirement of the present incumbent in January, 1985.

Salary, which will be paid on normal Burnham Scales, will be commensurate with that of Deputy Head of a Special School 9S.

Applications are invited now and will close on the 15th of June, 1984. Application forms and further information are available from the Administrator, Lingfield Hospital School, St. Piers Lane, Lingfield, Surrey RH7 6PW. Tel: Lingfield 832243.

SENIOR PORTAGE WORKER

This post is the senior of three being established under Joint Planning arrangements which should enable the Barking and Dagenham Portage Service to operate in accordance with the National Portage and Home Teaching Association's guidelines.

We are looking for someone with a number of years experience using the Portage model. You should have attended a basic Portage Workshop and have familiarity with writing Activity Charts, working closely and regularly with parents and recognise the value and importance of early structured interventions with young developmentally delayed children.

You will be joining a multi-professional team already using the Portage teaching model and you will assume responsibility for developing this initiative with a full-time assistant and adequate secretarial support.

Salary is in the range £9,129 to £12,339 including London Allowance. Mileage allowances payable; National Joint Council for Local Authorities' Conditions of Service.

Reimbursement of removal expenses in approved cases.

Please, in first instance, write for further details and application form: (s.a.e. please) to Brian Daly, Senior Educational Psychologist, Portage Supervisor, Seabrook House, Shipton Close, Dagenham, Essex RM8 3QR (Tel: 01-592 4611) Closing Date 23rd May 1984.

Barking & Dagenham
LONDON BOROUGH (4537)

BOLTON METROPOLITAN BOROUGH
DEPARTMENT OF EDUCATION
SERVICE
Stocks Park School (Maladjusted)
Stocks Park Drive, Horwich, Bolton BL6 6QE
SCALE 2
(Plus Special Schools Allowance)
Required from 1st September 1984 (re-advertisement).
Application for this vacancy from Sec No. 43, Education and Arts, PO Box 53, Paderton House, Chorley Road, Bolton BL1 1JW to be returned to the Head Teacher by 25th May 1984. 160022

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SPECIAL SERVICE FOR THE PHYSICALLY HANDICAPPED AND THE ASSESSMENT AND LEARNING SUPPORT SERVICE
PART-TIME TEACHER (Scale 1 plus S.A.S.A. Allowance)

Applications are invited from teachers who are able to make a positive contribution to the development of the school's agreed provision for pre-school children and particularly the assessment and diagnostic aspects.

QUARRY HOUSE SCHOOL
Quarry House Lane, Leeds LS2 7QA
Tel: 0532 - 628 - 3 - 4
Applications are invited from teachers who can contribute to the development of the secondary section of this successful service. The post is mainly for children with specific learning difficulties. An interest in the development of communication and motor skills would be helpful.

Application forms and further details from Education Department, Northgate House, Halifax HX1 1UN. Tel: Halifax 57357, ext. 2508. The closing date is 18th May 1984. 160022

CROYDON
LONDON BOROUGH OF CROYDON

PRIORY (E.S.N.(S) Purley Oaks Road, South Norwood SE25 6UB

Tel: 01-653 8222

Tenable: 1 September 1984

An enthusiastic and adaptable teacher to be responsible for a group of pupils in senior pupils aged between 16 and 18 with severe learning difficulties. An interest in drama and some knowledge of Makaton would be an advantage.

Visits would be welcome.

SALARY - Burnham plus Special Schools Allowance. Plus London Area Allowance.

Please send S.A.E. for application form from the Headmaster at the above address as soon as possible. (19520) 160022

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
PEGSDEN INFANT AND JUNIOR SCHOOL
Hitchin Road, Lower Stondon
Required for September 1984, an enthusiastic teacher to be responsible for the Reception class. The person will actively participate in the life of the school as possible, be willing to act as Deputy Head of Infants throughout the School. It would be an advantage to have some interest in, or experience of, special needs.

Further details and application form from County Education Officer (Ref: ST/ES), Northern Division, Greyfriars House, Northampton NN1 2BX (S.A.E. please). (19340) 160040

OXFORDSHIRE
COUNTY COUNCIL
TEACHER OF THE HEARING IMPAIRED
Required for September 1984, a specially qualified teacher, for the post of support teacher in the Banbury area, working with hearing impaired primary/secondary children in mainstream schools. The teacher will be a member of a team working from the Special Education Resource Base at St. Gregory C.P. School, Scale 1 or 2 plus £1,000 according to experience.

Further details and application forms from the Chief Education Officer (Special Education), Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (01480) 160040

OXFORDSHIRE
COUNTY COUNCIL
CAREER COUNSELLING SERVICE
Applications are invited from experienced careers teachers to join the Pre-School Teacher Counselling Service. Experience in working with children with special educational needs, including hearing impairment, necessary. Scale 3.

Further details and application forms available from the Chief Education Officer (Personal Services), Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (19470) 160040

SOUTH-WEST SURREY
ST. DOMINIC'S SCHOOL
Hambledon, Godalming, Surrey
TEACHER OF ENGLISH
Required for September 1984, an English Specialist to take responsibility for English up to 'O' level. This is a non-maintained special school for delicate girls. Since many pupils have learning difficulties, an additional qualification in special education is likely to be helpful.

Application forms and further details may be obtained from the Head Teacher to whom completed forms should be returned by 25 May 1984. Applications from candidates who are not currently working with children with special needs will not be considered. (19557) 160040

Second Assistant Officer
£7089 - £8031
Required at Cheviots Hostel for mentally handicapped children.

Cheviots is developing its service to families by providing a package of care and support. We need someone experienced in working with mentally handicapped children, who is able to provide the expertise to support families in the community and establish programmes of care for children with special developmental needs.

This post is an additional one to the present establishment, to develop and operate short stay, day care and family visiting services.

The Home is ideally situated in a pleasant part of Enfield, close to shops and local amenities.

Applicants should preferably hold a suitable qualification.

For informal discussions or visit, please contact John Bull, Officer-In-Charge at Cheviots Hostel on 01-363 4047.

Application forms are available from the Director of Social Services, PO Box 59, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XL, Telephone: 01-366 6400/7. Closing date 25.5. 84. Please quote reference SS/438.

(4446)

London Borough of Enfield

MOOR HOUSE SCHOOL
OXTED, SURREY

Special Residential School for 80 boys and girls of normal intelligence who have speech and language disorders. Age range 7 to 16 years.

Required for September

Class Teacher

for Upper School (13 years plus). Classes average eight pupils. Teachers work as part of a multi-disciplinary team.

The post is non-residential and there are no residential duties. Modern, three-bedroomed houses available for rent.

Burnham Scale according to qualifications and experience, plus Special Schools Allowance.

Further information available from the school.

Apply in writing by 18th May, with curriculum vitae giving names and addresses of two educational referees to The Principal, Moor House School, Hurst Grey, Oxted, Surrey. Tel: Oxted 2271.

Re-advertisement (re-Worded).

SPECIAL EDUCATION
continued

HAMPSHIRE

ST. THOMAS SCHOOL
Darlington Road, Basingstoke RG21 3HZ
Required for September, for one year only, temporary full-time Teacher of Mathematics to teach Secondary subjects. Mathematics, Science and Home Economics would be an advantage. Salary Scale 3 plus S.R.A.
Apply in writing to the Headmaster giving curriculum vitae and the names and addresses of two referees. (19383) 160022

ESSEX

Wanted for September, or earlier, at this Independent Residential School for mildly mentally handicapped boys, not over 16 years:
1. Part-time but permanent teacher of Mathematics and Technical Drawing to CSE level. Ability to introduce computer work an advantage. This post could be resident for a single person.
2. Part-time permanent teacher to concentrate on CSE English. Music an advantage.
Application by letter to: The Headmaster, The Chimney Residential School, Maldon Road, Chelmsford, Essex CM2 7RZ. (Tel: Chelmsford 72360). (01-954) 160022

DEVON

ART/WOODWORK Teacher required from September. Dawlish College is a D.E.S. approved Residential Special School for boys experiencing social and emotional difficulties. Pupils are aged between 11 and 16 and are graded by the L.E.A. The successful candidate would be expected to teach both subjects to C.S.E. and 'O' level, and have knowledge of pottery, ceramics and enamelling as well as normal woodwork techniques.

and non-representational art is necessary to make use of the Woodwork Department facilities. Experience in special education would be an advantage. Applicants who can offer only one of the above subjects would be considered on a half/part time basis. Salary according to Burnham Scale with responsible extraneous duties allowance.
Letter of application with C.V. plus two named referees to: The Bursar, Dawlish College, Manhead Park, Kennford, Nr. Exeter EX6 7HQ. (09392) 160022

ESSEX

FREQUPS SCHOOL
Bell Road, Orsett
Tel: 0375 72785
(Roll 147)
CLASS TEACHER, Scale 1 plus SSA plus Fringe
Allowance
Required to take mixed 13 - 13 year olds, to take place of Teacher on Maternity Leave. Appointment for 1 year. All Bell Schools (No) School. Each subject plus one interest.
Application forms available from Headteacher (foolsops s.a.e. please).

TYE GREEN SCHOOL
Lodge Road, Harlow
Tel: harlow 23570
Roll 630
TEACHER, Scale 1 (plus T.R.A.)
Required for September, suitable qualified teacher to take a vertically grouped class of children with severe learning difficulties. Music an advantage. Closing date: 23rd May 1984.
Please contact Headteacher for application form and further details (foolscap s.a.e. please). (19454) 160022

ISLE OF WIGHT

ST. CATHERINE'S SCHOOL
Ventnor, Isle of Wight
Teacher, preferably holding a remedial qualification, is required to join group of six staff (Scale 1 plus Special Schools allowance, on one-year contract - possibly leading to permanency). Experience and/or qualifications in music and drama would be an advantage.
The teachers appointed will work in close co-operation with a speech therapist in a small class of seven and language disordered children.
Application form from Principal (SAE) giving full C.V. and names and addresses of two referees. Possibility of accommodation if required. (01983) 160022

HERTFORDSHIRE

TEACHER SCALE 1
Amwell View, Stanstead Abbots
Required initially from 23rd May to cover for maternity leave.
Qualified teacher is required for a group of pupils with severe and complex learning difficulties and who have additional physical problems.
Application form and job description available from the Headteacher (SAE please).
The teacher appointed will work in close co-operation with a speech therapist in a small class of seven and language disordered children.
Application form from Principal (SAE) giving full C.V. and names and addresses of two referees. Possibility of accommodation if required. (01992) 160022

KENT

DENE COLLEGE
Shipbourne Road,
Tonbridge, Kent TN10 3NT
LECTURER I
Rural Science - £9,735 maximum
The person appointed will continue to develop the Rural Science Area of the College. It presently includes care of small animals, a pond and the general environment and have personal interests which contribute new ideas to the area.
All staff are expected to involve themselves in some form of extra curricular activity.
The person appointed will have pastoral responsibility for a group of up to 15 students organised through the College Pyramid Group system. This means an 8.30 a.m. start on the day and willingness to work in the residential section i.e. setting up, washing, feeding and tolleting.
Applicants with limited experience but a willingness to develop expertise through INSET will be considered.
For Application Form and informal visit please apply to The Principal at the above address or telephone 07382-358101. The Spastics Society. (18178) 160022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Hoverdale, London E18 2QZ
WOODSIDE COMMUNITY HOME
Whitfield Hill, Kearsney, Dover
Required as soon as possible permanent full-time Assistant Teacher Scale 1 (E8) (Male).
Applications direct to the Teacher in Charge at the Home stating subjects offered and any extra-curricular interests.

SWALE DIVISION
SWALE REMEDIAL ADVISORY CENTRE
Teacher required September 1984 for children with learning problems. Own transport desirable.
Application forms from the Secretary to Swale Remedial Advisory Centre, Castle Court, Gore Court Road, Sittingbourne, Kent. Closing Date 21st May 1984.

ASHFORD DIVISION
GREAT MAPLE WOOD SCHOOL
ES8(Min)
Bybrook Road, Willesborough, Ashford
(Roll 150)
Post: Head of Middle School
Scale - £(8) - £(9) required for September 1984.
Special Education experience required and additional relevant qualifications an advantage.
2). Teacher Scale 1(b) required in September 1984 to assist in the establishment of a new 1/2 plus unit.
Further information about both posts available from the Headteacher to whom application forms should be sent. (19876) 160011

EAST SUSSEX

CHAILEY HERITAGE SCHOOL
North Chailey Lewes BN8 4EF
1. Part time Teacher (Scale 1 plus SSA) to teach Music in the all age school (and hospital) for physically disabled children.
2. Temporary (for 1 year) Teacher (Scale 1 plus SSA) to replace seconded teacher. An ability to work with young people and to hold a Home Economics and Life Skills would be an advantage.
Further details and application forms from the Headmaster, address above. (02526) 160022

HEREFORD AND WORCESTER

BESFORD COURT R.C. Residential School
Besford, Worcester WR8 9AQ
Required for September 1984.
An experienced person to be responsible for a class of approx. group 8 pupils. Interested in the Duke of Edinburgh Award Scheme and/or outdoor pursuits would be advantageous.
The post is Scale 1 with Special Schools Allowance. The successful candidate will also be required to undertake additional duties, payable at the current rate.
Besford is a residential school for children aged 8 - 16 years with learning, emotional and behavioural problems.
A 4 three bedroomed semi-detached house is available in the school grounds if required.
Further details and application forms from the Headmaster, T.P.J. Guiney. (08386) 160022

NORFOLK

JOHN GRANT SCHOOL
St. George's Drive, Caister-on-Sea
Scale 1 ASSISTANT TEACHER PLUS SPECIAL SCHOOL ALLOWANCE
Required for September or as day service for children with special learning difficulties.
Application forms and further particulars by letter or telephone on receipt of S.A.E. from County Hall, Martineau Lane, Norwich NR1 2DH.
Closing date 22nd May 1984. (19303) 160022

NORTH YORKSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
MILFORD CROSS SCHOOL
York
Two teachers are required to fill the above posts in September 1984, at the above mixed day special school for children with moderate learning difficulties. Ability to offer music would be an advantage.
Qualified and experienced Science and Economics teacher, (2) Teacher for the upper Department who must have experience with primary aged children, to take responsibility for a class of 8 - 9 pupils.
Salaries: Burnham Scale 1 plus SSA.
Application forms and further particulars are available upon receipt of a s.a.e. returned by 21st May 1984 from the County Schools Officer, Room 1053, County Hall, Northallerton DL7 8AD. (19318) 160022

OXON

BESSELS LEIGH SCHOOL
Nr. Abingdon, Oxon
Required from September 1984 a full time Science Teacher (non-resident) this 45 maladjusted boys. An interest in remedial work would be an advantage.
Details and application form from the Principal, Mr. Rainford Heath. (08678) 160022

NORTHAMPTONSHIRE

LATIMER SCHOOL
Castle Hill Avenue, Overstone, Northampton NN3 6BW
REQUIRED FOR SEPTEMBER.
Assistant Teacher for the EDUCATIONALLY IMPAIRED Unit which operates as a support unit in this co-educational comprehensive school of 880 pupils (Scale 1 plus SSA).
This is a one-year temporary post to cover secondment.
Please apply by letter as soon as possible to the Headmaster, with full details and the names and addresses of two referees. (19541) 160022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. JOHN FISHER R.C. SCHOOL
Bordesley Road, Morden, Surrey
Acting Head Teacher: Mrs. A.D. Iles
Tel: 648 9737
Age Range: 8½ - 18 years
Required from September 1984 a permanent Scale 1 teacher for the Sixth Form (16 - 18 year old). The children are those with a range of difficulties, particularly in the area of education towards adulthood. The Unit takes up to 10 children with two teachers and one assistant.
Previous experience with E.S.N. children preferred and a special interest in Arts and Crafts.
Further information about both posts available from the Headteacher to whom application forms should be sent. (19876) 160011

SURREY

EDUCATION COMMITTEE
WEY HOUSE SCHOOL
Farnham, Surrey GU9 8DD
Suitably qualified musicians required September 1984. If possible to cover Group 2 (Boys 9 - 12, Girls 9 - 13) specialising in emotional and behavioural difficulties.
Special Allowance to reception class aged 5 - 11 with Special Educational Needs.
Upper First/Lower Middle to teach Art to CSE and Pottery through upper school. To undertake all additional duties as available, but personal accommodation available or non-resident. Scale 1 plus Special Schools Allowance.
Applications Head (SAE please). (19248) 160022

SUSSEX

GREAT SANDERS SCHOOL
Sedlescombe, Battle, Sussex
Vacancies exist for the commencement of the Autumn Term for Assistant Teachers able to offer 1. Mathematics, 2. Science as specialist subjects additional to general subjects at this residential special school for boys between the ages of 10 and 16 years. Ability in computer education a distinct advantage. Only qualified, resident, healthy, imaginative, energetic experienced in special education teachers need apply.
Full C.V. together with names and addresses of two referees immediately to: The Headmaster at the above address. No Forms. (08424) 160022

WARWICKSHIRE

EXHALL GRANGE SCHOOL
Wheelwright Lane,
Coventry CV7 9AP
Person required to take charge of physical education, particularly for girls, in small residential school for physically, visually and physically handicapped. Salary Burnham Scale 1 plus appropriate allowance. Willingness to undertake residential duties also advantageous. (Up to 36½ hours per week - £1965 p.a. plus sleeping on allowance). This is a challenging post in an internally quiet, famous school. Excellent facilities on a most attractive 30 acre campus site.
Further details from the Headmaster at the school. (19447) 160022

SURREY

BURWOOD PARK SCHOOL
Walton-on-Thames, Surrey
Required September 1984, qualified Teachers of the Deaf to:
1. Mathematics to 'O' Level.
2. Physics to 'O' Level.
3. Art to 'O' Level, possibility of some A Level work. This is a part-time post.
Burnham Scale plus Additional Responsibility Allowance for entry according to qualification and experience.
Accommodation available.
Applications to the Principal, Burwood Park School, Burwood Road, Walton-on-Thames, Surrey KT12 5DU. (02085) 160022

SURREY

EDUCATION COMMITTEE
WEY HOUSE SCHOOL
Farnham, Surrey GU9 8DD
Suitably qualified musicians required September 1984. If possible to cover Group 2 (Boys 9 - 12, Girls 9 - 13) specialising in emotional and behavioural difficulties.
Special Allowance to reception class aged 5 - 11 with Special Educational Needs.
Upper First/Lower Middle to teach Art to CSE and Pottery through upper school. To undertake all additional duties as available, but personal accommodation available or non-resident. Scale 1 plus Special Schools Allowance.
Applications Head (SAE please). (19248) 160022

ROYAL NATIONAL COLLEGE FOR THE BLIND
(Further education for the blind and partially sighted).
Hereford, HR1 2LB
Required from September 1984 (Exact date negotiable) Teacher Scale 2 P.E. - £9,195 - £10,335 (£7,215 - £8,055 if under 25) Duties see entry under Colleges of Further Education. (01712) 160022

SURREY

SURREY COUNTY COUNCIL
EDUCATION DEPARTMENT
REED'S SCHOOL
Cobham, Surrey
ART AND CRAFT TEACHER
Required from September 1984 a Teacher to work in the Art and Craft Department.
It is hoped that this new appointment will strengthen the existing ties between the Art and Craft areas and would be ideally suited to a newly qualified teacher.
Salary above Burnham with Area Weighting Allowance.
Single accommodation available.
Please apply with Curriculum Vitae and the name and addresses of two referees from whom further details may be obtained. (19195) 181224

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9DS
A co-ed Day/Boarding School for boys mainly R.C. Member of H.M.C. 646 pupils from 13 to 18 years: 167 Boarders. 383 Day Sixth Form. 56 Girls in the Sixth Form.
Required for September 1984 a qualified and experienced specialist with craft interests to teach Pottery to Juniors and pottery to O and A level standard. The successful candidate will take charge of a new, purpose-built Pottery Room in Kellaway Building, Department. Preference given to Art graduates with teacher-training. Salary Burnham.
Applications in writing, with c.v., and references, to the Headmaster. (01588) 181224

SURREY

ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey RH8 0DR
Independent girls boarding school.
Required September 1984, full-time teacher of Art to 'O' and 'A' Level.
Please state second teaching subject (if any) possible.
Apply the Headmaster. (19244) 181224

SURREY

REED'S SCHOOL
Cobham, Surrey
ART AND CRAFT TEACHER
Required from September 1984 a Teacher to work in the Art and Craft Department.
It is hoped that this new appointment will strengthen the existing ties between the Art and Craft areas and would be ideally suited to a newly qualified teacher.
Salary above Burnham with Area Weighting Allowance.
Single accommodation available.
Please apply with Curriculum Vitae and the name and addresses of two referees from whom further details may be obtained. (19195) 181224

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9DS
A co-ed Day/Boarding School for boys mainly R.C. Member of H.M.C. 646 pupils from 13 to 18 years: 167 Boarders. 383 Day Sixth Form. 56 Girls in the Sixth Form.
Required for September 1984 a qualified and experienced specialist with craft interests to teach Pottery to Juniors and pottery to O and A level standard. The successful candidate will take charge of a new, purpose-built Pottery Room in Kellaway Building. Preference given to Art graduates with teacher-training. Salary Burnham.
Applications in writing, with c.v., and references, to the Headmaster. (01588) 181224

SURREY

ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey RH8 0DR
Independent girls boarding school.
Required September 1984, full-time teacher of Art to 'O' and 'A' Level.
Please state second teaching subject (if any) possible.
Apply the Headmaster. (19244) 181224

WARWICKSHIRE

WARWICK SCHOOL
WARWICK, CV34 6PP
Co-ed. Academic Selective, 800 Boys aged 11 to 18 years.
Required for September 1984 or part-time Art teacher for one-third of the week to teach three dimensional and design work with a special interest in ceramics.
Initially the post will be considered a temporary one, but if numbers rise to a full-time requirement will be offered to a teacher in the wider area of Art, Craft and Design.
Accommodation, Burnham with Warwick School allowance.
Applications, together with c.v. and names of two referees and two addresses of referees, to the Headmaster, Warwick School, Warwick CV34 6PP. Tel: (0926) 493487. (19575) 181224

By Subject Classification

Arts and Design

Heads of Department

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL
DENDRON HOUSE
G.P.D.S.T.
25 Kent Road, Southsea, Hants, PO5 3EQ
Required for September: An enthusiastic Head of Art (Scale 3). A specialism in Textiles (screen printing, batik) and the ability to teach History of Art are desirable. Some knowledge of technical drawing could be an advantage. The department has recently moved into a new, well-equipped studio area.
Apply in writing to the Headmistress, with curriculum vitae, the names and addresses of 2 referees as soon as possible. (01308). 181218

LONDON

SIR WINSTON CHURCHILL SCHOOL FOR THE DEAF
10/14 Churchfields, South Hoveden, London E18 2QZ
Qualified teachers of the deaf required for September 1984, sooner if possible.
One vacancy in primary school: maths and computer studies experience valuable. Graded posts available to experienced teachers. Burnham Scale. Special Schools Allowance. London Weighting.
Apply to Principal. (00254) 160022

LONDON

PALMERS GREEN HIGH SCHOOL LIMITED
Hoppers Road, London N21 3LJ.
The Governors invite applications for the appointment of Head of the above independent day school for 600 girls up to 16 years for January, 1985.
Details from the Secretary to the Council, Mrs. M.M. Robb, 4 Bycullah Road, Winchmore Hill, N21 2JA. (00809) 180010

SHEFFIELD

SHEFFIELD HIGH SCHOOL
10 Rutland Park, Sheffield S10 2PE
Girls' Public Day School
Required for September 1984 Head of Junior School following retirement of present holder.
Dedicated and dynamic person required to lead girls 4 - 11 Junior School of 158 pupils. The School forms the Junior Department of an 11 - 18 Independent Grammar School for Girls with mixed Sixth Form.
Application by letter giving names of two referees to the Secretary, Miss D.M. Saltbeck, B.A.
Closing date May 25th. Please enclose S.A.E. (19410) 180010

Deputy Headships

Second Masters/ Mistresses

LANCASTER

BENTHAM GRAMMAR SCHOOL
Bentham

S.H.M.I.S. Co-educational Boarding and Day

300 pupils (aged 7 to 18)

DEPUTY HEADMASTER required for January 1985. This post would suit an able Mathematician who already holds a position of responsibility. The successful applicant would also be expected to be Head of Mathematics.
Applications to the Headmaster, Bentham Grammar School, Lancaster LA2 7DB, and these should include a full Curriculum Vitae, together with the names and addresses of two referees: (19941) 180012

WARWICKSHIRE

EXHALL GRANGE SCHOOL
Wheelwright Lane,
Coventry CV7 9AP
Person required to take charge of physical education, particularly for girls, in small residential school for physically, visually and physically handicapped. Salary Burnham Scale 1 plus appropriate allowance. Willingness to undertake residential duties also advantageous. (Up to 36½ hours per week - £1965 p.a. plus sleeping on allowance). This is a challenging post in an internally quiet, famous school. Excellent facilities on a most attractive 30 acre campus site.
Further details from the Headmaster at the school. (19447) 160022

Independent Schools

Headships

LONDON

PALMERS GREEN HIGH SCHOOL LIMITED
Hoppers Road, London N21 3LJ.
The Governors invite applications for the appointment of Head of the above independent day school for 600 girls up to 16 years for January, 1985.
Details from the Secretary to the Council, Mrs. M.M. Robb, 4 Bycullah Road, Winchmore Hill, N21 2JA. (00809) 180010

Other Assistants

BERKSHIRE

DOWNE HOUSE
Cold Ash, Newbury, Berks. RG18 9JJ
Independent Boarding School for 350 girls
Required for September 1984, for one year, a Textile Graduate to teach and encourage pupils in fabric design within the school.
Burnham Scale 1. Non-resident.
Apply the Headmistress with a full c.v. and the names, addresses and telephone numbers of two referees. (01561) 181224

BIRMINGHAM

EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Edgbaston, Birmingham B15 3TS
Required from September 1984 a well qualified Music Specialist to teach Art throughout the school. Ideally a good A Level. A specialism in Drama and/or Textiles and an interest in teaching A Level History of Art would be desirable.
Salary is on Burnham Scale 1.
The School is situated in a pleasant residential area south of the city centre.
Applications should be made, giving the names and addresses of two referees, to the Headmistress at the School. (19358) 181224

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex.
Required for September 1984 a teacher of Art to 'A' level.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teachers' Superannuation.
Application form and further particulars from The Headmaster. (08468) 181224

LONDON

MORE HOUSE SCHOOL
Pont Street, London SW1
Catholic independent GSA school, 240 girls 11 - 18
Required for September, teacher for 3½ days a week. Experience in 3-dimensional art or craft work essential. Department has some 6th form teaching. Willingness to help with sets for drama productions an advantage. Burnham Scale 1 Inner London Allowance and Government Superannuation.
Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of referees. (19577) 181224

NORFOLK

THETFORD GRAMMAR SCHOOL
Required for September 1984 a Head of Art to lead A levels. Scale 1 plus SSA. Excellent opportunities for enthusiastic teacher with interests in textiles and pottery to O and A level standard. The successful candidate will take charge of a new, purpose-built Pottery Room in Kellaway Building. Preference given to Art graduates with teacher-training. Salary Burnham.
Applications in writing, with c.v., and references, to the Headmaster. (01588) 181224

OXFORDSHIRE

CARMEL COLLEGE
Oxfordshire OX1 5BY
Post-Graduate Teaching Fellowship in Ceramics
The Fellowship is designed to enable a practising Artist to pursue his or her work, whilst making a significant contribution to the life of the School. We envisage a teaching commitment of 20 to 25 periods a week.
Application to be made to Mr. R.R. Campbell, Head of Art, Carmel College, Mansewell Park, Wallingford, Oxfordshire OX10 8BY, from whom further details of the Fellowship may be obtained. The basic discipline of drawing, but who can develop a keen appreciation of fabric design within the school.
Apply the Headmistress with a full c.v. and the names, addresses and telephone numbers of two referees. (01561) 181224

RUTLAND

OAKHAM SCHOOL
Rutland
HMC Independent, Co-educational, boarding/day. 950 pupils 11 - 18.
requires an
ART/TEXTILES TEACHER
A half-time post exists for an enthusiastic teacher of Art with a good knowledge of Textiles. Single accommodation available, there may be opportunity for someone interested to undertake a boarding house.
Applications (together with c.v. and two referees and by) c.v. as soon as possible to Mrs. Gaye Bradmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DT. (01455) 181224

SUFFOLK

ST. FELIX SCHOOL
Southwold, Suffolk
Independent School for 360 girls aged 11 - 18, 100 in Sixth Form. Selective intake
Required for September 1984, creative and enthusiastic part-time Art Teacher to join expanding Department. Candidates should be able to teach to 'A' Level standard with particular reference to painting still life and figure. They must also offer a craft or three-dimensional work. Experience of 'A' Level Art History an advantage. Burnham Scale 1.
Letters of application with curriculum vitae and names of two referees to the Headmistress. (01502) 181224

LONDON

MORE HOUSE SCHOOL
Pont Street, London SW1
Catholic independent GSA school, 240 girls 11 - 18
Required for September, teacher for 3½ days a week. Experience in 3-dimensional art or craft work essential. Department has some 6th form teaching. Willingness to help with sets for drama productions an advantage. Burnham Scale 1 Inner London Allowance and Government Superannuation.
Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of referees. (19577) 181224

NORFOLK

THETFORD GRAMMAR SCHOOL
Required for September 1984 a Head of Art to lead A levels. Scale 1 plus SSA. Excellent opportunities for enthusiastic teacher with interests in textiles and pottery to O and A level standard. The successful candidate will take charge of a new, purpose-built Pottery Room in Kellaway Building. Preference given to Art graduates with teacher-training. Salary Burnham.
Applications in writing, with c.v., and references, to the Headmaster. (01588) 181224

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9DS
A co-ed Day/Boarding School for boys mainly R.C. Member of H.M.C. 646 pupils from 13 to 18 years: 167 Boarders. 383 Day Sixth Form. 56 Girls in the Sixth Form.
Required for September 1984 a qualified and experienced specialist with craft interests to teach Pottery to Juniors and pottery to O and A level standard. The successful candidate will take charge of a new, purpose-built Pottery Room in Kellaway Building. Preference given to Art graduates with teacher-training. Salary Burnham.
Applications in writing, with c.v., and references, to the Headmaster. (01588) 181224

SURREY

ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey RH8 0DR
Independent girls boarding school.
Required September 1984, full-time teacher of Art to 'O' and 'A' Level.
Please state second teaching subject (if any) possible.
Apply the Headmaster. (19244) 181224

WARWICKSHIRE

WARWICK SCHOOL
WARWICK, CV34 6PP
Co-ed. Academic Selective, 800 Boys aged 11 to 18 years.
Required for September 1984 or part-time Art teacher for one-third of the week to teach three dimensional and design work with a special interest in ceramics.
Initially the post will be considered a temporary one, but if numbers rise to a full-time requirement will be offered to a teacher in the wider area of Art, Craft and Design.
Accommodation, Burnham with Warwick School allowance.
Applications, together with c.v. and names of two referees and two addresses of referees, to the Headmaster, Warwick School, Warwick CV34 6PP. Tel: (0926) 493487. (19575) 181224

Classics

Heads of Department

LONDON SW15

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Independent School 500 Girls
Required September 1984 Head of Classics to take charge of the teaching of Latin and Greek up to Bridge Scholarship Level (Classical Civilisation 'O' level. Great opportunities offered by this lively and flourishing department.
Apply by letter to the Headmistress with C.V. and names of two referees. (19578) 181224

APPOINTMENTS IN SCOTLAND

SECONDARY SCHOOLS — PROMOTED POST
PRINCIPAL TEACHER OF ENGLISH
HAWICK HIGH SCHOOL — Roll 1348
Responsibility Payment £3,888 per annum.
Closing date: Friday 25 May 1984.

PRIMARY SCHOOLS — PROMOTED POSTS
HEAD TEACHER
GORDON PRIMARY SCHOOL
(Responsibility Payment £1,923 per annum)
HEAD TEACHER
ST MARGARET'S RC PRIMARY SCHOOL, HAWICK
(Responsibility Payment £1677 per annum)

TEACHING POST
VISITING TEACHER OF MUSIC
HAWICK AREA
Closing date: Monday 28 May 1984
Application forms and further particulars for these posts may be obtained from the Personnel Department, Regional Headquarters, Newton St Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters. (4847)

REGIONAL COUNCIL Borders

CENTRAL REGIONAL COUNCIL

DEPUTY RECTOR
(4 Posts)
WALLACE HIGH SCHOOL
Stirling
(Tel: Stirling 68166)
Responsibility Payment £5,196

ALVA ACADEMY
(Tel: Alva 60343)
Responsibility Payment £4,761

POST OF PRINCIPAL TEACHER
with responsibilities for pupils with Special Education Needs
REMEDIAL EDUCATION (non-recorded)
GRAEMES HIGH SCHOOL
Falkirk
(Tel: Falkirk 26576)
Responsibility Payment £3,555. Additional Responsibility Payments may be payable depending on qualifications.
Further details are available from the Rectors of the Schools.
Applications are invited from suitable qualified teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 305, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 28th May, 1984.

PRINCIPAL TEACHER OF ENGLISH
ST. MUNGO'S HIGH SCHOOL
Falkirk
(Tel: Falkirk 28416)
Responsibility Payment £2,796
Further details are available from the Rector of the School.
Application are invited for suitably qualified teachers registered with the General Teaching Council for Scotland.
Candidates will require to be approved by the Roman Catholic Church Representative.
Application forms are available from the Director of Education, Room 305, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 28th May, 1984. (19453) 170000

TAYSIDE REGIONAL COUNCIL
Education Department
PROMOTED POSTS
(D) Kirkton High School, Dundee
PRINCIPAL TEACHER OF MODERN STUDIES (RA £2,283)
(D) Linlathen High School, Dundee
PRINCIPAL TEACHER OF MODERN LANGUAGES (RA £2,457)
TEACHER POSTS
(A) Arbroath High School – TEACHER OF PHYSICS
(A) Forfar Academy – TEACHER OF PHYSICS
(A) Montrose Academy – TEACHER OF PHYSICS
SPECIAL EDUCATION
(D) EDUCATIONAL PSYCHOLOGIST
Applications are invited for a post of Educational Psychologist in the Dundee Division of the Child Guidance Service. Applicants should have an Honours Degree in Psychology (or BPS recognised equivalent), and a recognised postgraduate professional training in Educational Psychology. Applicants should be car drivers. Rates for casual users will apply.
Salary Scale £10,374-£14,766
Applications and full details are obtainable, according to post annotation, from:
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LE.
(D) Divisional Education Officer, Floor 6, Nethergate Centre, 33 Yeaman Shore, Dundee DD1 4BL.
FURTHER EDUCATION
Dundee College of Commerce,
30 Constitution Road, Dundee.
Applications are invited from suitably qualified and experienced persons for the following post:
LECTURER 'A' - OFFICE ADMINISTRATION
Salary Scale - £9,213-£13,125 (Ref: 212-228).
The successful candidate will be required to teach Office Administration and Related Subjects on a range of courses.
Application forms and further information can be obtained from the Principal at the above address.
The closing date for receipt of applications is Friday, 25th May 1984. (19506)

MORRISON'S ACADEMY
TEACHER OF MATHEMATICS WITH COMPUTING
As a result of expansion there will be a vacancy for a teacher of Mathematics with Computing from 27th August, 1984. The Department currently presents for S.C.E. examinations in Mathematics at all levels though Computing is at present restricted to short interest courses in secondary forms 3 and 4 along with CSYS Paper 4. The aim is to develop courses in computing. The successful candidate will be expected to share in the teaching of Mathematics throughout the secondary school, and assist in the development of Computing.
The person appointed will also be expected to assist in boarding house supervision (for which there is additional payment) and to play an active part in co-curricular activities.
Salary will be at the appropriate point on the Scottish Teachers' Salary Scale and applicants must be registered, or eligible for registration, with the General Teaching Council.
Letters of application and curriculum vitae should be sent, with the names of two professional referees, by Friday 18th May, 1984, to: The Rector, Morrison's Academy, Crieff PH7 3AN, from whom further details are available. (4818)

LOTHIAN REGIONAL COUNCIL
Department of Education
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.
PRIMARY
HEADTEACHER
Reference A. Whitecraig Primary School
Responsibility Allowance £2,448 (subject to review)
Reference C. Newtongrange Primary School
Responsibility Allowance £3,168
SECONDARY
PRINCIPAL TEACHER
Reference C. Penicuik High School – Computer Studies
Responsibility Allowance £3,888 (subject to review)
Salaries will be in accordance with the current Scottish Teachers' Salaries Memorandum.
Application forms and further particulars may be obtained from: For post marked A: Divisional Education Officer, East Lothian Division, Council Buildings, Court Street, Haddington, East Lothian EH41 3HA.
For posts marked Reference C: Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JB.
Closing date for application is 25 May 1984.

GEORGE HERIOT'S SCHOOL
Lauriston Place, Edinburgh EH3 9EQ
TEACHER OF HISTORY
There is a vacancy from 27th August, 1984 for a well qualified Teacher of History to join a flourishing department. The teacher appointed will be expected to teach across the whole age range. Suitable experience would be valuable, but applications would be welcome from students completing training.
Applicants must be registered, or eligible for registration, with the General Teaching Council for Scotland.
The school has a wide range of extra-curricular activities in which all colleagues take part.
Details and an application form for completion and return by Monday, 28th May are available from the Headmaster. (4580)

THE ALICE OTTLEY SCHOOL
WORCESTER
APPOINTMENT OF HEAD
The School Council invites applications for the post of Head which will become vacant on 1st January 1986, on the retirement of the present Headmistress, Miss E.D. Millest, MA (Oxon.), Dip. Theo.
This is an Independent Girls' Day and Boarding School, founded in 1883, for about 660 pupils aged 4-18, including 80 boarders from the age of 8.
Closing date for applications is 14th July, 1984.
Particulars of the appointment can be obtained from:
The Secretary to the Council
The Alice Ottley School
The Deanery, Worcester, WR1 2EW. (4579)

CITY OF LONDON SCHOOL
HEAD OF ART
Applications are invited for the post of Head of the Art department as from January 1985, on the retirement of Mr. Derek Fowler, ARCA.
Details of the post may be obtained from the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DL. It is hoped to make the appointment in June.

WESTMINSTER SCHOOL
Required for January 1986
ASSISTANT DIRECTOR OF ART
A well qualified Ceramics Teacher to run the Pottery Department, combined with general Art teaching and possibly History of Art. A qualified Art Teacher with proven and recent experience as a working studio potter would be considered. Full details from:
The Headmaster
Westminster School
17 Dean's Yard
London SW1P 3PB
to whom applications should be sent (4619)

Other Assistants

HERTFORDSHIRE

HASERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
Tel: 01-207 4323
Ref: LAT
HMC - Independent - 1300 boys - 500 in Sixth Form
Required for September 1984 a graduate to teach Latin up to P.S.E. level. Ability to offer another subject important. Willingness to coach boys' games and to share boarding duties essential. A.S.E. boarding school of 1300 boys with 500 in Sixth. Possibility of accommodation.
Salary: Burnham Scale.
Please apply in writing giving the names and addresses of two referees to the Headmaster, Haserdashers' Aske's School, Elstree, Herts. WD6 3AF.

SUFFOLK

FELIXSTOWE COLLEGE
Felixstowe, IP11 7NG
(Boarding, 380 girls aged 11 to 18)
Required for September, 1984, an enthusiastic graduate to teach Geography throughout the school. Contributions to extra-curricular activities welcomed. Burnham salary. Scale 2 with allowances.
Further particulars on request with s.a.e.
Applications with curriculum vitae and details of two referees to the Headmaster by May 24th. (02566) 181624

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middx.
Independent Day/Boarding School for Girls
Wanted for Autumn and Spring terms, during maternity leave, an experienced teacher of Classics to teach throughout Senior school up to Oxbridge level.
Burnham Scale with outer London allowance.
Please apply with CV in writing to the Headmistress, giving names of referees, MA telephone number and envelope. (19939) 181624

OXON

CLASSICS
Required September 1984 graduate to teach Latin up to P.S.E. level. Ability to offer another subject important. Willingness to coach boys' games and to share boarding duties essential. A.S.E. boarding school of 1300 boys with 500 in Sixth. Possibility of accommodation.
Salary: Burnham Scale according to qualifications and experience.
Accommodation may be available.
Applications with full curriculum vitae and names of two referees to the Headmaster, Haserdashers' Aske's School, Elstree, Herts. WD6 3AF.

SUFFOLK

FELIXSTOWE COLLEGE
Felixstowe, IP11 7NG
(Boarding, 380 girls aged 11 to 18)
Required for September, 1984, an enthusiastic graduate to teach Geography throughout the school. Contributions to extra-curricular activities welcomed. Burnham salary. Scale 2 with allowances.
Further particulars on request with s.a.e.
Applications with curriculum vitae and details of two referees to the Headmaster by May 24th. (02566) 181624

WORCESTER

ROYAL GRAMMAR SCHOOL
Worcester
Required for September 1984 a graduate for Maths. Ability to coach games also important.
Please apply with CV in writing to the Headmaster, giving names of referees, MA telephone number and envelope. (19939) 181624

OXON

CLASSICS
Required September 1984 graduate to take charge of COMPUTING within the school.
The person appointed will also be involved in setting up a new computer centre and have a role in advising other departments on ways to use computers for teaching.
Some subsidiary Science teaching is also necessary.
Salary: Burnham Scale according to qualifications and experience.
Accommodation may be available.
Applications with full c.v., and names of 2 referees to the Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SS.

SUSSEX

DAVIES'S COLLEGE
Hove
An Independent College of Further Education
300 Students Co-educational
Head of Computer Studies - September 1984
An experienced and enthusiastic graduate is required to take charge of an expanding department of computing in the College. The College recently owned 11 Model B BBC microcomputers and the facilities are to be expanded to the point where all 300 students in the College will reach the minimum level of the City and Guilds 'Certificate in Computer Literacy'. There are GCE A and O Level specialist groups.
Applications are invited from qualified and experienced graduate teachers to teach Computing within the new department.
Further details and application form from the Head of Department will be sent. Scale 3 or Scale 3 (Davies's scale of salaries) in the range £8,844 to £10,194 per annum under current reviews.
Applications, commencing will be on Scale 1 or in exceptional cases Scale 2 at £8,500 - £8,000 per annum under current reviews.
Please write or telephone for an application form and College prospectus, to: The Secretary, Davies's College, 44 Cromwell Road, Hove, Sussex. Tel: Brighton 736822 (735828). 180018

Commercial Subjects

Other Assistants

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Business Studies to 'A' level.
Single accommodation available in return for boarding duties.
Burnham Salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

ESSEX

BRENTWOOD SCHOOL
(H.M.C.)
Required for September, 1984, an 'A' level Business Studies specialist to teach Cambridge syllabus. Business Studies, Some teaching of 'A' level Economics would be required. Ability to assist in extra-curricular activities would be an advantage.
Further details available on application to the Headmaster, Brentwood School, Brentwood, Essex CM15 8ES. (02537) 181824

Computer Studies

Heads of Department

SURREY

CATERHAM SCHOOL
IIMC Boarding and Day
430 Pupils
Sixth Form 160 includes change of direction
Required for September 1984 a teacher to take charge of COMPUTING within the school.
The person appointed will also be involved in setting up a new computer centre and have a role in advising other departments on ways to use computers for teaching.
Some subsidiary Science teaching is also necessary.
Salary: Burnham Scale according to qualifications and experience.
Accommodation may be available.
Applications with full c.v., and names of 2 referees to the Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (01603) 182018

SUSSEX

DAVIES'S COLLEGE
Hove
An Independent College of Further Education
300 Students Co-educational
Head of Computer Studies - September 1984
An experienced and enthusiastic graduate is required to take charge of an expanding department of computing in the College. The College recently owned 11 Model B BBC microcomputers and the facilities are to be expanded to the point where all 300 students in the College will reach the minimum level of the City and Guilds 'Certificate in Computer Literacy'. There are GCE A and O Level specialist groups.
Applications are invited from qualified and experienced graduate teachers to teach Computing within the new department.
Further details and application form available from the Headmaster. (01227) 182024

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Computer Studies able to offer another subject.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

NORWICH

LANGLEY SCHOOL
Langley Park, Norwich NR14 6BJ
This independent boys boarding and day school in splendid surroundings
Income 300 pupils
including undertaking GCE 'O' and 'A' level courses, including a co-educational 6th Form of 40 pupils.
An Assistant Teacher is required for the Autumn Term, 1984 to teach Computer Studies to the Sixth Form and to take charge of the department.
A teacher with a University degree or other appropriate technical qualification and a teaching diploma who is keen to participate fully in the life of a boarding school and who will be able to coach cricket, hockey or rugby to a good standard is being sought.
Salary: on Scale based on Burnham Scale 3/5 plus Langley extra.
Free board and lodging are offered to single men in term time in return for boarding school duties.
Please apply with brief details of experience and qualifications and names and addresses of two referees to the Headmaster, Langley School, Langley, Norwich NR14 6BJ. (18508) 182034

NOTTINGHAMSHIRE

WORKSOP COLLEGE
(H.M.C. Westcott School)
400 boys and girls. 15 - 18. Mainly boarding.
Required for September 1984 (or January 1985 at latest) a young, well-qualified graduate to take charge of a new and expanding department of COMPUTER STUDIES and also to teach some Physics/Electronics. A willingness to help with extra-curricular activities and to become fully involved in the life of a boarding school community is essential. Good salary scale. Resident accommodation available.
Applications, with curriculum vitae and the names, addresses and telephone numbers of two referees, to: The Headmaster, Worksop College, Worksop, Notts. (01843) 182084

SURREY

PARSONS MEAD
Ashtead, Surrey
Required September under MATHEMATICS. (00384) 182024

Craft, Design & Technology

Other Assistants

EAST SUSSEX

ST. BEDE'S SCHOOL
The Diocesan Salaman
An exciting opportunity exists from September, 1984 - if necessary from January 1985 to teach Design and Technology courses to 'O' and 'A' level in this expanding co-educational school.
Applicants could well be ambitious teachers in early career or come from appropriate full time education should wish to develop a challenging project work along electronic/mechanical/control lines in liaison with other departments, thus laying the foundations for pupils through practical action. The scope for the enthusiastic is enormous.
A residential post for a single person is available.
Applications in writing, with full names, addresses and telephone number of two referees, to The Headmaster. (02471) 182184

METALWORK/TECHNICAL DRAWING/WOODWORK TEACHERS. Kenya - Sierra Leone - Caribbean. See VSO advertisement in Secondary Schools Craft, Design and Technology. (0197) 182184

Economics

Other Assistants

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Economics to 'A' level.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Politics to 'A' level.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

SURREY

SOX HILL SCHOOL
Mickleham, Dorking, Surrey
Co-ed boarding school run on Gordonstoun lines
REQUIRED September 1984 resident single accommodation available for non-resident Teacher of Economics with Politics/Geography, the former with ability to teach to 'A' level, the latter also to 'O' level. Sports facilities at Box Hill Scale, State Superannuation.
Applicants should state activity interests, particularly any Army, Aquatics, Housemastership (Junior Boys) an advantage.
Apply Headmaster, naming two referees. (01) 182084

WARWICKSHIRE

WARWICK SCHOOL
(H.M.C., Independent/Assisted Private, 800 boys aged 11 - 18)
Required for September 1984 a part-time graduate teacher of ECONOMICS to take sixth form courses. The appointment may later become full-time in the following year. Burnham plus Warwick School allowance.
Details may be obtained from the Headmaster to whom applications should be made giving details of qualifications and experience and the names and addresses of two referees.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: Warwick (0926) 492484. (01385) 182224

English

Heads of Department

OXFORDSHIRE

RADLEY COLLEGE
Require, in January 1985, an English graduate with several years teaching experience up to university entrance level, as HEAD OF THE ENGLISH DEPARTMENT, due to the departure of the present Head of Department to be Head of Norwich School.
Applications, with c.v.; names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire, OX14 2HR, from whom further details may be obtained. (6726) 182418

Other Assistants

BERKSHIRE

DOUAI SCHOOL
(Roman Catholic - Independent)
(350 boys. Boarding, 11 - 18 years)
REQUIRED FOR SEPTEMBER 1984
Young graduate as Assistant Teacher of English to O and A-level. Non teaching post.
We would welcome a teacher willing to become involved in Expedition activities for the Duke of Edinburgh Award Scheme, and Sports (Rugby, Soccer, Athletics) or the general life of a Benedictine School.
Burnham Scales and non-resident status apply.
Apply in writing with C.V. and names of two referees to The Headmaster, Douai School, Upper Woolhampton, Reading, Berks RG7 5TH. (19867) 182484

CHESHIRE

THE KING'S SCHOOL
Macclesfield
A well qualified ENGLISH graduate required for September 1984 to teach to Scholarship level and contribute significantly to the intellectual life of the Department and within the School. Salary according to the Burnham School Scale. A new entrant to the profession or teacher seeking first promotion welcome.
Applications with full curriculum vitae, details of extra-curricular interests and names of two referees by letter as soon as possible to the Headmaster. (01415) 182424

EALING

Required September Mistress to teach English to 'O' level in school for girls.
About 4 days a week.
Apply Headmistress, Hereford School, 20 Castlebar Rd., Ealing W5. (01408) 182424

WARWICKSHIRE

WARWICK SCHOOL
(H.M.C., Independent/Assisted Private, 800 boys aged 11 - 18)
Required for September 1984 a part-time graduate teacher of ECONOMICS to take sixth form courses. The appointment may later become full-time in the following year. Burnham plus Warwick School allowance.
Details may be obtained from the Headmaster to whom applications should be made giving details of qualifications and experience and the names and addresses of two referees.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: Warwick (0926) 492484. (01385) 182224

English

Heads of Department

OXFORDSHIRE

RADLEY COLLEGE
Require, in January 1985, an English graduate with several years teaching experience up to university entrance level, as HEAD OF THE ENGLISH DEPARTMENT, due to the departure of the present Head of Department to be Head of Norwich School.
Applications, with c.v.; names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire, OX14 2HR, from whom further details may be obtained. (6726) 182418

Other Assistants

BERKSHIRE

DOUAI SCHOOL
(Roman Catholic - Independent)
(350 boys. Boarding, 11 - 18 years)
REQUIRED FOR SEPTEMBER 1984
Young graduate as Assistant Teacher of English to O and A-level. Non teaching post.
We would welcome a teacher willing to become involved in Expedition activities for the Duke of Edinburgh Award Scheme, and Sports (Rugby, Soccer, Athletics) or the general life of a Benedictine School.
Burnham Scales and non-resident status apply.
Apply in writing with C.V. and names of two referees to The Headmaster, Douai School, Upper Woolhampton, Reading, Berks RG7 5TH. (19867) 182484

CHESHIRE

THE KING'S SCHOOL
Macclesfield
A well qualified ENGLISH graduate required for September 1984 to teach to Scholarship level and contribute significantly to the intellectual life of the Department and within the School. Salary according to the Burnham School Scale. A new entrant to the profession or teacher seeking first promotion welcome.
Applications with full curriculum vitae, details of extra-curricular interests and names of two referees by letter as soon as possible to the Headmaster. (01415) 182424

EALING

Required September Mistress to teach English to 'O' level in school for girls.
About 4 days a week.
Apply Headmistress, Hereford School, 20 Castlebar Rd., Ealing W5. (01408) 182424

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL GPDST
25 Kent Road, Southsea, Hants. PO5 3EQ
G.P.D.S.T.
Required for September 1984, a graduate teacher of English to 'O' and 'A' Levels (or of interest in Drama would be an advantage). Suitable for a first or second appointment.
Applications please in writing with curriculum vitae and the names and addresses of two referees to the Bursar by 23 May 1984. (01463) 182424

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-On-London
Basingstoke, Hampshire RG27 0PT
Tel: Basingstoke (0256) 463451
ENGLISH DEPARTMENT
A graduate, preferably with C.E., O. and Scholarship experience is required for September 1984 or January 1985 to join a team of three in an Independent girls' boarding school with 164 pupils between 11 and 18.
The successful candidate will be required to share in the teaching of English throughout the school to GCE, O and 'A' level and a knowledge of drama would be an asset.
The post would be resident or non-resident, but as this is a boarding school all members of staff are expected to take an interest in extra-curricular activities and there is plenty of scope for enthusiasm and initiative.
The school stands in its own grounds about four miles north of Basingstoke and twelve miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Salary would normally be according to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

HEREFORD

HEREFORD CATHEDRAL SCHOOL
(Co-Educational)
Required for September 1984 and names of two referees to the Headmaster. Douai School, Upper Woolhampton, Reading, Berks RG7 5TH. (19867) 182484

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL GPDST
25 Kent Road, Southsea, Hants. PO5 3EQ
G.P.D.S.T.
Required for September 1984, a graduate teacher of English to 'O' and 'A' Levels (or of interest in Drama would be an advantage). Suitable for a first or second appointment.
Applications please in writing with curriculum vitae and the names and addresses of two referees to the Bursar by 23 May 1984. (01463) 182424

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-On-London
Basingstoke, Hampshire RG27 0PT
Tel: Basingstoke (0256) 463451
ENGLISH DEPARTMENT
A graduate, preferably with C.E., O. and Scholarship experience is required for September 1984 or January 1985 to join a team of three in an Independent girls' boarding school with 164 pupils between 11 and 18.
The successful candidate will be required to share in the teaching of English throughout the school to GCE, O and 'A' level and a knowledge of drama would be an asset.
The post would be resident or non-resident, but as this is a boarding school all members of staff are expected to take an interest in extra-curricular activities and there is plenty of scope for enthusiasm and initiative.
The school stands in its own grounds about four miles north of Basingstoke and twelve miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Salary would normally be according to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

HEREFORD

HEREFORD CATHEDRAL SCHOOL
(Co-Educational)
Required for September 1984 a well qualified graduate teacher of English. There is teaching available throughout the school, including 'A' level and scholarship work. The post is suitable for a graduate currently on Scale 2. The degree should be a combined English and Drama course. Applications with full c.v. and names of two referees (with telephone numbers) to the Headmistress. (01988) 182444

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL GPDST
25 Kent Road, Southsea, Hants. PO5 3EQ
G.P.D.S.T.
Required for September 1984, a graduate teacher of English to 'O' and 'A' Levels (or of interest in Drama would be an advantage). Suitable for a first or second appointment.
Applications please in writing with curriculum vitae and the names and addresses of two referees to the Bursar by 23 May 1984. (01463) 182424

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
London SE21
Required FOR SEPTEMBER.
A qualified teacher is required to teach ENGLISH with some FRENCH to Common Entrance standard. Some games to be coached.
Also, who wishes to teach in a lively, busy and well-staffed Preparatory School, and is resident, to be Assistant House Master of one of the 4 houses of 45 boys. Drama plays an important part in the curriculum and there is ample scope to help with games.
Salary: Burnham plus allowance. Superannuation.
The school stands in its own grounds about four miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Salary would normally be according to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

HEREFORD

HEREFORD CATHEDRAL SCHOOL
(Co-Educational)
Required for September 1984 a well qualified graduate teacher of English. There is teaching available throughout the school, including 'A' Level and scholarship work. The post is suitable for a graduate currently on Scale 2. The degree should be a combined English and Drama course. Applications with full c.v. and names of two referees (with telephone numbers) to the Headmistress. (01988) 182444

LONDON

YESODEY HATORAH
JEWISH GIRLS' SCHOOL
106 Stamford Hill, N16
(Boarding, aged 13 - 18)
Required for September 1984 graduate to teach English throughout the school to 'O' and 'A' level. Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

LONDON

YESODEY HATORAH
JEWISH GIRLS' SCHOOL
106 Stamford Hill, N16
(Boarding, aged 13 - 18)
Required for September 1984 graduate to teach English throughout the school to 'O' and 'A' level. Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

MARLBOROUGH

MARLBOROUGH COLLEGE
Marlborough
Wilts SN8 1PA
Required September 1984 a graduate to teach English to boys aged 13 - 18; 100 boys aged 13 - 18).
Required for September 1984 temporary (maternity leave) teacher of English for 3 terms. Possibility of permanent appointment a possibility.
A Level and full particulars to Applications by letter to the Headmistress with Curriculum Vitae and names of two referees. (00984) 182424

LONDON SW15

PUTNEY HIGH SCHOOL
GPDST
Required September 1984 temporary (maternity leave) teacher of English for 3 terms. Possibility of permanent appointment a possibility.
A Level and full particulars to Applications by letter to the Headmistress with Curriculum Vitae and names of two referees. (00984) 182424

LONDON SW15

PUTNEY HIGH SCHOOL
GPDST
3 Putney Hill, London SW15 6BH
Required September 1984 temporary (maternity leave) teacher of English for 3 terms. Possibility of permanent appointment a possibility.
A Level and full particulars to Applications by letter to the Headmistress with Curriculum Vitae and names of two referees. (00984) 182424

LONDON SW15

PUTNEY HIGH SCHOOL
3 Putney Hill, London SW15 6BH
(Independent School - 500 girls)
Required September 1984 teacher of English. O., A. Level and Oxbridge.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (02549) 182424

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
London SE21
Required FOR SEPTEMBER.
A qualified teacher is required to teach ENGLISH with some FRENCH to Common Entrance standard. Some games to be coached.
Also, who wishes to teach in a lively, busy and well-staffed Preparatory School, and is resident, to be Assistant House Master of one of the 4 houses of 45 boys. Drama plays an important part in the curriculum and there is ample scope to help with games.
Salary: Burnham plus allowance. Superannuation.
The school stands in its own grounds about four miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Apply with curriculum vitae and the names and addresses of two referees to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

LONDON

ENGLISH GRADUATE, with proven success at A & O/L examinations for Dept. of Independent girls school).
Salary: Burnham Scale.
Apply in writing, with full c.v. to: Rev. Mother Superior, Convent of the Sacred Heart, Lennox Rd., London W6. Tel: 748 8022. (02542) 182424

LONDON

YESODEY HATORAH
JEWISH GIRLS' SCHOOL
106 Stamford Hill, N16
(Boarding, aged 13 - 18)
Required for September 1984 graduate to teach English throughout the school to 'O' and 'A' level. Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

MARLBOROUGH

MARLBOROUGH COLLEGE
Marlborough
Wilts SN8 1PA
Required September 1984 a graduate to teach English to boys aged 13 - 18; 100 boys aged 13 - 18).
Required for September 1984 temporary (maternity leave) teacher of English for 3 terms. Possibility of permanent appointment a possibility.
A Level and full particulars to Applications by letter to the Headmistress with Curriculum Vitae and names of two referees. (00984) 182424

LONDON SW15

PUTNEY HIGH SCHOOL
GPDST
3 Putney Hill, London SW15 6BH
(Independent School - 500 girls)
Required September 1984 teacher of English. O., A. Level and Oxbridge.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (02549) 182424

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
London SE21
Required FOR SEPTEMBER.
A qualified teacher is required to teach ENGLISH with some FRENCH to Common Entrance standard. Some games to be coached.
Also, who wishes to teach in a lively, busy and well-staffed Preparatory School, and is resident, to be Assistant House Master of one of the 4 houses of 45 boys. Drama plays an important part in the curriculum and there is ample scope to help with games.
Salary: Burnham plus allowance. Superannuation.
The school stands in its own grounds about four miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Salary would normally be according to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

LONDON

YESODEY HATORAH
JEWISH GIRLS' SCHOOL
106 Stamford Hill, N16
(Boarding, aged 13 - 18)
Required for September 1984 graduate to teach English throughout the school to 'O' and 'A' level. Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

NORTH DEVON

WEST BUCKLAND SCHOOL
Barnstaple, N. Devon
There is a vacancy in September for a graduate to join the English staff. Applicants with a strong interest in games and the C.C.F. would be particularly welcomed.
Salary: Burnham plus allowance. Superannuation.
Apply by letter enclosing full c.v. and names of two referees to The Headmaster. (19431) 182484

NORWICH

NORWICH SCHOOL
HMC - 750 Boys
Required from September 1984 graduate to teach English to boys in the sixth form. Ability to teach up to university level essential. Ability to participate fully in the life of a boarding school according to qualifications and experience.
Further details from the Headmaster, Norwich School, 70 The Close, Norwich NR1 4DD, to whom applications, giving curriculum vitae and names of two referees, should be sent by 18th May. (01547) 182084

WARWICKSHIRE

WARWICK SCHOOL
(H.M.C., Independent/Assisted Private, 800 boys aged 11 - 18)
Required for September 1984 a part-time graduate teacher of ECONOMICS to take sixth form courses. The appointment may later become full-time in the following year. Burnham plus Warwick School allowance.
Details may be obtained from the Headmaster to whom applications should be made giving details of qualifications and experience and the names and addresses of two referees.
Warwick School, Myton Road, Warwick CV34 6PP. Tel: Warwick (0926) 492484. (01385) 182224

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL GPDST
25 Kent Road, Southsea, Hants. PO5 3EQ
G.P.D.S.T.
Required for September 1984, a graduate teacher of English to 'O' and 'A' Levels (or of interest in Drama would be an advantage). Suitable for a first or second appointment.
Applications please in writing with curriculum vitae and the names and addresses of two referees to the Bursar by 23 May 1984. (01463) 182424

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-On-London
Basingstoke, Hampshire RG27 0PT
Tel: Basingstoke (0256) 463451
ENGLISH DEPARTMENT
A graduate, preferably with C.E., O. and Scholarship experience is required for September 1984 or January 1985 to join a team of three in an Independent girls' boarding school with 164 pupils between 11 and 18.
The successful candidate will be required to share in the teaching of English throughout the school to GCE, O and 'A' level and a knowledge of drama would be an asset.
The post would be resident or non-resident, but as this is a boarding school all members of staff are expected to take an interest in extra-curricular activities and there is plenty of scope for enthusiasm and initiative.
The school stands in its own grounds about four miles north of Basingstoke and twelve miles south of Reading and is within easy reach of the M3 and M4 Motorways.
Salary would normally be according to Burnham Scale 1 but a Scale 2 post might be offered in special circumstances.
Applications with names of two referees should be sent to the Headmistress at the school. (19143) 182424

HEREFORD

HEREFORD CATHEDRAL SCHOOL
(Co-Educational)
Required for September 1984 a well qualified graduate teacher of English. There is teaching available throughout the school, including 'A' Level and scholarship work. The post is suitable for a graduate currently on Scale 2. The degree should be a combined English and Drama course. Applications with full c.v. and names of two referees (with telephone numbers) to the Headmistress. (01988) 182444

LONDON

YESODEY HATORAH
JEWISH GIRLS' SCHOOL
106 Stamford Hill, N16
(Boarding, aged 13 - 18)
Required for September 1984 graduate to teach English throughout the school to 'O' and 'A' level. Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

NORWICH

NORWICH SCHOOL
HMC - 750 Boys
Required from September 1984 graduate to teach English to boys in the sixth form. Ability to teach up to university level essential. Ability to participate fully in the life of a boarding school according to qualifications and experience.
Further details from the Headmaster, Norwich School, 70 The Close, Norwich NR1 4DD, to whom applications, giving curriculum vitae and names of two referees, should be sent by 18th May. (01547) 182084

WIRRAL

WELLINGTON SCHOOL for BOYS
Wilmslow Road, Wellington, Cheshire
Required in September, young and enthusiastic teacher of English Language and Literature, preferably with some experience, to teach to G.C.E. 'O' and 'A' level. Ability to coach games (Rugby and/or Cricket) would be an asset. Burnham Scale 1 or 2 according to qualifications.
Applications to the Principal, Mr. J. Wright, M.A., at the school with the names and addresses of two referees. (00276) 182424

Geography

Heads of Department

HAMPSHIRE

WINCHESTER COLLEGE
Required September 1984 Head of Geography Department.
Applications or requests for further details to the Headmaster, Winchester College, Winchester, Hampshire SO23 9LX. (00224)

HAMPSHIRE

FERNHILL MANOR SCHOOL
Sewards Lane, Hants. BH24 3JL
Geography specialist required to teach ages 8 to 16 (boys) from September 1984, and teach at all levels up to university entry. Ability to teach a second subject is necessary for a full time post. Economics would be particularly welcome.
Please apply with full C.V. and names and addresses of two referees to the Headmistress at the school. (00400) 182618

SOMERSET

MILLFIELD SCHOOL
Street, Somerset
Required for September 1984: Teacher of ENGLISH as a specialist or geographer to take charge of ENGLISH in the Junior School. Some teaching of Geography up to 'O' level. Help with extra-curricular activities essential.
Apply with full details to Millfield School, Street, Somerset BA16 0YD, and the names of two referees. (01401) 182424

SOMERSET

ST. AUDRIES SCHOOL
Preparing for Public Schools
Taunton, Somerset TA4 4DU
Required for September 1984 qualified teacher of Geography to teach English throughout the school up to 'O' level and Scholarship level. Ability to coach games in addition to Rugby and Soccer essential. Boarding and Day school 200 girls 11 - 18 years.
Requires in September an enthusiastic graduate to teach English throughout the school to 'O' and 'A' level and Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees.
Apply with C.V. and the names and addresses of two referees to: The Head Master, Bradfield College, Bradfield, Reading RG7 6AR. (01468) 182624

SURREY

PRIOR'S FIELD
Godalming, Surrey
Girls' Independent Boarding and Day school 200 girls 11 - 18 years.
Requires in September an enthusiastic graduate to teach English throughout the school to 'O' and 'A' level and Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees. (01316) 182424

SURREY

SIR WILLIAM PERKINS'S SCHOOL
Guildford Road, Chertsey, Surrey KT16 9BN
Independent Day School for 330 girls aged 11 to 18 years.
Required for September: a well qualified graduate to assist in the teaching of Geography up to 'O' level and Scholarship Level.
The subject is well-established and there are good facilities. An interest in field work is an advantage.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees to the Headmistress at the School as soon as possible. (19409) 182684

SOMERSET

ST. MARY'S GATE
Preparatory School for girls (10 - 13)
Required for September 1984 Graduate to teach Geography throughout the school up to Advanced Level. Burnham Scale 3.
Applications with names of two referees to the Head. (00429) 182424

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Geography to 'A' level.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

WEST SUSSEX

SEAFORD COLLEGE
Petworth, West Sussex
Required for September 1984 an Assistant to teach English to and 'A' levels, Burnham scale with Graduate allowance. Accommodation available. Extra-curricular activities appropriate to a boys' country boarding school an advantage. Would be suitable for, a first teaching post.
For further details and application form please write to the Headmaster, Seaford College, Petworth, West Sussex GU28 0NB. Tel: Petworth (07982) 2511.

WIRRAL

WELLINGTON SCHOOL for BOYS
Wilmslow Road, Wellington, Cheshire
Required in September, young and enthusiastic teacher of English Language and Literature, preferably with some experience, to teach to G.C.E. 'O' and 'A' level. Ability to coach games (Rugby and/or Cricket) would be an asset. Burnham Scale 1 or 2 according to qualifications.
Applications to the Principal, Mr. J. Wright, M.A., at the school with the names and addresses of two referees. (00276) 182424

Geography

Heads of Department

HAMPSHIRE

WINCHESTER COLLEGE
Required September 1984 Head of Geography Department.
Applications or requests for further details to the Headmaster, Winchester College, Winchester, Hampshire SO23 9LX. (00224)

HAMPSHIRE

FERNHILL MANOR SCHOOL
Sewards Lane, Hants. BH24 3JL
Geography specialist required to teach ages 8 to 16 (boys) from September 1984, and teach at all levels up to university entry. Ability to teach a second subject is necessary for a full time post. Economics would be particularly welcome.
Please apply with full C.V. and names and addresses of two referees to the Headmistress at the school. (00400) 182618

SOMERSET

MILLFIELD SCHOOL
Street, Somerset
Required for September 1984: Teacher of ENGLISH as a specialist or geographer to take charge of ENGLISH in the Junior School. Some teaching of Geography up to 'O' level. Help with extra-curricular activities essential.
Apply with full details to Millfield School, Street, Somerset BA16 0YD, and the names of two referees. (01401) 182424

SOMERSET

ST. AUDRIES SCHOOL
Preparing for Public Schools
Taunton, Somerset TA4 4DU
Required for September 1984 qualified teacher of Geography to teach Geography throughout the school up to 'O' level and Scholarship level. Ability to coach games in addition to Rugby and Soccer essential. Boarding and Day school 200 girls 11 - 18 years.
Requires in September an enthusiastic graduate to teach English throughout the school to 'O' and 'A' level and Burnham scale 1 or 2 according to qualifications and experience.
Applications to the Headmistress together with curriculum vitae and names and addresses of two referees.
Apply with C.V. and the names and addresses of two referees to: The Head Master, Bradfield College, Bradfield, Reading RG7 6AR. (01468) 182624

BIRMINGHAM

EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Edgbaston, Birmingham B15 3TS
Required in September 1984, a well qualified Graduate to assist in the teaching of Geography up to 'O' level and Scholarship Level.
The subject is well-established and there are good facilities. An interest in field work is an advantage.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees to the Headmistress at the School as soon as possible. (19409) 182684

BOURNEMOUTH

ST MARY'S GATE
Preparatory School for girls (10 - 13)
Required for September 1984 Graduate to teach Geography throughout the school up to Advanced Level. Burnham Scale 3.
Applications with names of two referees to the Head. (00429) 182424

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teacher of Geography to 'A' level.
Single accommodation available in return for boarding duties.
Burnham salary to match experience and Teacher's Superannuation.
Application form and further particulars from The Headmaster. (01603)

WEST SUSSEX

SEAFORD COLLEGE
Petworth, West Sussex
Required for September 1984 an Assistant to teach English to and 'A' levels, Burnham scale with Graduate allowance. Accommodation available. Extra-curricular activities appropriate to a boys' country boarding school an advantage. Would be suitable for a first teaching post.
For further details and application form please write to the Headmaster, Seaford College, Petworth, West Sussex GU28 0NB. Tel: Petworth (07982) 2511.

WIRRAL

WELLINGTON SCHOOL for BOYS
Wilmslow Road, Wellington, Cheshire
Required in September, young and enthusiastic teacher of English Language and Literature, preferably with some experience, to teach to G.C.E. 'O' and 'A' level. Ability to coach games (Rugby and/or Cricket) would be an asset. Burnham Scale 1 or 2 according to qualifications.
Applications to the Principal, Mr. J. Wright, M.A., at the school with the names and addresses of two referees. (00276) 182424

Other Assistants

BERKSHIRE

BRADFIELD COLLEGE
Berkshire
Graduate required in September 1984 to teach Geography throughout the school up to Oxbridge entry standard.
Ability to help with extra-curricular activities is important.
Accommodation is available.
Apply with c.v. and the names and addresses of two referees to: The Head Master, Bradfield College, Bradfield, Reading RG7 6AR. (01468) 182624

BIRMINGHAM

EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Edgbaston, Birmingham B15 3TS
Required in September 1984, a well qualified Graduate to assist in the teaching of Geography up to 'O' level and Scholarship Level.
The subject is well-established and there are good facilities. An interest in field work is an advantage.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees to the Headmistress at the School as soon as possible. (19409) 182684

BOURNEMOUTH

ST MARY'S GATE
Preparatory School for girls (10 - 13)
Required for September 1984 Graduate to teach Geography throughout the school up to Advanced Level. Burnham Scale 3.
Applications with names of two referees to the Head. (00429) 182424

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1984 a teac

INDEPENDENT HOME ECONOMICS
continued

SURREY

CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Esher (0372) 67841
Co-educational 360 pupils in Senior and Middle Schools - 80 Boarders who attend the Christian Science Sunday School. Salary based on Burnham Scale with Surrey Allowance
Required for September 1984 part-time teacher (about 15 to 18 periods) of ENGLISH WORK from 9 plus to 'O' Level. There may also be possibility of teaching Food and Nutrition to 'O'/'A' Level from 1985
Application forms should be obtained from the Headmaster of the Senior School
Telephone by 21st May 1984. (01350) 183024

Mathematics

Heads of Department

OXON

SIBFORD SCHOOL
Sibford Gower, Banbury, Oxon, OX15 5QL
(CO-EDUCATIONAL BOARDING SCHOOL - 340 pupils)
Required for September, a Mathematics Scale 3 to be Head of the Mathematical Department (Scale 3) from 1985. Experience over and above ability alone is required to enable the person appointed to recommend appropriate courses for a school committed to a practical bias in education. Experience of individual assignment work, qv. Chalk would be useful. Full commitment to Boarding School life essential.
Further details from the headmaster. (02456) 183418

BATH

KINGSWOOD SCHOOL
Bath
(H.M.C. 310 boys, 150 girls)
PART-TIME MATHEMATICS TEACHER
Kingswood is an independent, mixed, boarding school of 460 pupils, with a strong sense of community.
Applications are invited for the above now, post. An appointment will commence on 1st September 1984. Applicants should be graduates with an interest in general Mathematics. Apply in writing, with full CV to the Headmaster, Kingswood School, Bath, BA1 5RG. Further information can be obtained from the Bursar, Peter's Secretary, Bath (0225) (01468) 183494

BEDFORD

BEDFORD LOWER SCHOOL

Required for September 1984 or January 1985 if necessary, a well-qualified Mathematics teacher throughout the School (age range 7 - 13 years). Some Upper School work will be available for a suitable candidate, ability with dc with games/extra curricular activities would be an advantage.

Bedford School salary scale. Further details may be obtained from the Headmaster, Bedford Lower School, Burnaby Road, Bedford MK40 4DU, to whom applications should be made. Applicants with details of qualifications and experience, and names of two referees. (01091) 183424

BERKSHIRE

LEIGHTON PARK SCHOOL
(Quaker HMC. Boarding, Boys 13 - 18 Girls 16 - 18)

Required from September/January a TEACHER OF MATHEMATICS AND COMPUTING.

Salary according to age and experience.

Write as soon as possible to the Headmaster, Leighton Park School, Shinfield Road, Reading RG2 7ED. Tel: 0734 872065. (01759) 183424

CROYDON

WRITGIFT SCHOOL
Croydon

(HMC 560 Boys)

Required in September, well-qualified graduate to teach MATHEMATICS throughout the School from Junior level to Oxbridge Scholarship standard. Good scope for interest in computing and other applications. Ability to contribute to activities outside classroom an important recommendation. Temporary appointment for one year could be considered.

Salary on Whitgift Scales (assist Burnham) according to qualifications and experience. Possibility of accommodation. Assistance with removal expenses; otherwise.

Apply immediately to the Headmaster, Whitgift School, Haling Park, South Croydon, CR2 6YT, Surrey, enclosing curriculum vitae and name and addresses of two referees. (01594) 183464

DERBY

OCKBROOK SCHOOL
Moravian Settlement, Ockbrook, Derby DE7 3RJ
(Co-ed Boarding and Day School)
Required for September, 1984, a graduate teacher, well qualified and experienced and with an interest in Applied Mathematics to share in the teaching of Mathematics throughout the Senior School, with an interest in Computing. Apply with curriculum vitae and names and addresses of two referees as soon as possible. (01332) 183474

KENT

BENENDEN SCHOOL
Cranbrook, Kent

(Independent) 380 girls 11 - 18)

Required September 1984 a UNIVERSITY GRADUATE to join a department of four to share teaching Mathematics throughout the School to Oxbridge Scholarship and 'O' Level (Scale 2 post plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Applications to/further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1366). 183494

KENT

A qualified teacher is required in September to teach French to C.S.E. and 'O' Level, also Geography as third A.P.S. day school.

This post is non-resident, on the Chatham and Gillingham Joint London Allowance Scale. Superannuation scheme is in operation.

The ability to coach games is an advantage.

Please apply giving qv, and the names of two referees to: The Bursar, Kingsley, Manchester House, Sheerness, Kent ME12 1AJ. (01898) 183484

LONDON

CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB
Required in September 1984, well-qualified graduate to teach mathematics to pupils of all levels (G.C.E. 'O' and 'A' level). Applications with curriculum vitae and names of two referees to the Headmistress by 21st May. 183424

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984 honours graduate to teach

MATHEMATICS

up to A-level and University entrance standard. Competence in Applied Mathematics and/or Computing advantageous though not essential.

Apply in writing to the Headmistress giving details of qualifications and experience, names and addresses of two referees. (01394) 183464

EAST SUSSEX

MAYFIELD COLLEGE
Mayfield, E. Sussex

Required for September 1984 a teacher of Mathematics to 'A' level.

Single accommodation available in return for Boarding duties.

Burnham salary to match experience and Teacher's Superannuation.

Application form and further particulars from The Headmaster. (0435) 183424

LONDON (ESSEX)

CHIGWELL SCHOOL
HMC 500 boys
Graduate required from September 1984 to teach Mathematics throughout the School including Sixth Form. Scale 2 post plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Applications to/further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1366). 183494

ESSEX

FELSTED SCHOOL
Required for September 1984, a graduate to teach MATHEMATICS throughout the School. Felsted has a large mathematics department, preparing 40 to 50 candidates a year for A-level, and extensive computing facilities. A willingness to play a part in the extra-curricular activities of a boarding school is desirable. Accommodation available. Felsted salary scale; temporary appointment for one year would be considered.
Further details may be obtained from, and applications (with the names of two referees) should be sent to The Headmaster, Felsted School, Dunmow, Essex. (00550) 183484

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well qualified MATHEMATICIAN to teach the subject to A and S level. Ability to teach COMPUTER SCIENCE an advantage. Excellent facilities with scope for further development planned.
Help with Games, especially Rowing, would be welcome.
Salary generously based on Burnham with good London Allowance. Possibility of Scale 3 or 3. Government superannuation and free life assurance. Removal expenses paid within limits.
Apply with full tabulated cv. and names of referees to the Headmaster. (0554) 183424

KENT

BENENDEN SCHOOL
Cranbrook, Kent

(Independent) 380 girls 11 - 18)

Required September 1984 a UNIVERSITY GRADUATE to join a department of four to share teaching Mathematics throughout the School to Oxbridge Scholarship and 'O' Level (Scale 2 post plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Applications to/further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1366). 183494

KENT

FELSTED SCHOOL
Required for September 1984, a graduate to teach MATHEMATICS throughout the School from Junior levels to 'A' level. Preference will be given to a candidate able also to take responsibility for COMPUTER STUDIES throughout the School. Willingness to take a full part in the School life a recommendation.

Burnham Scale with outer London Allowance. Superannuation.

Please apply with telephone contact, and enclose s.a. envelope. (1584) 183424

NORTHAMPTONSHIRE

FALCON MANOR
Towcester, Northants.
Co-ed Boarding School 11 - 18
Required for September qualified and experienced teacher of Mathematics to 'O' Level. Ability to coach games and help with games an advantage. Salary Burnham Scale with the possibility of Scale 2 later.
Apply with C.V. and references to the Headmaster. (01068) 183484

OXFORDSHIRE

ST. MARY'S SCHOOL
Wantage, Oxfordshire

Church of England boarding and day school for 300 girls aged 11 - 18

Required 1 September 1984 a well qualified graduate MATHEMATICIAN to teach throughout the ability range.

For an experienced teacher able to teach up to Oxbridge Entrance 'A' level, this could be a Burnham Scale 3 post, but applications will be considered from those willing to take a FULL OR PART-TIME post up to 'O' level or in the 11 - 14 range.

Apply to the Headmistress with a full cv. and the names of two referees. (01908) 183424

SHROPSHIRE

SHREWSBURY SCHOOL
MATHEMATICIAN

Shrewsbury School requires graduate Mathematician for September 1984 or January 1985. The post might suit someone who has recently graduated with A-level passes only but with extra-curricular activities as important.

Applications, together with the names, addresses and telephone numbers of three referees, should be sent to The Headmaster, The School, Shrewsbury SY3 7BA, from whom further details may be obtained. (01697) 183424

SUFFOLK

ST. FELIX SCHOOL
Southwold, Suffolk

Independent School for 240 girls 11 - 18 (and 50 in Sixth Form) Selective Intake

Required for September 1984 a mathematician (non-resident) to teach throughout the School. Opportunity to coach games if required. Scale to teach throughout Burnham and University Entrance standard. Boarding accommodation for married couple if required. Temporary appointment for one year would be considered.
Further details and application forms from the Headmistress, to whom applications should be returned by 25th May. (01) 183424

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent
Independent (ex G.P.D.S.T.)
Girls (11 - 18)
Required for September 1984 full or part-time graduate to share in the teaching of Mathematics throughout the school up to Advanced level. Desirable for suitably qualified candidate to be appointed as Assistant Games Mistress. Burnham plus, with L.P.A. Government superannuation. Post available for suitably qualified candidate although applications from candidates not yet qualified considered. Work in Computer Studies could be available for an applicant interested in this field. Post could be shared.
Apply to the Headmistress with names and addresses of two referees. (57242) 183424

LONDON

ALLEYN'S SCHOOL
Townley Road, Dulwich, SE22
(H.M.C. Co-educational Day School)
Required for September, a graduate Mathematician, with the ability to teach the subject at all levels in the school and with some expertise in Computer Science.
Alleyn's has its own salary scale above Burnham with London Allowances, and accommodation probably will be available if required.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent as soon as possible to The Headmaster at the school. It is hoped to make an appointment before the end of May. (19698) 183434

MANCHESTER

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required from one year from September 1984 a well qualified graduate to teach Mathematics throughout the Sixth Form. The School has its own salary scale.
Applications, with full curriculum vitae, and the names of two referees, should be sent to the Headmaster by June 1st. (19257) 183424

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middx.

Independent Day/Boarding School of 850 pupils

Wanted in SEPTEMBER a fully qualified Mathematician (graduate) for all levels in the Senior school, including 'O' and 'A' level and some Oxbridge work. Willingness to take a full part in school life a recommendation.

Burnham Scale with outer London Allowance.

Please apply with telephone contact, and enclose s.a. envelope. (1584) 183424

NORTHAMPTONSHIRE

FALCON MANOR
Towcester, Northants.
Co-ed Boarding School 11 - 18
Required for September qualified and experienced teacher of Mathematics to 'O' Level. Ability to coach games and help with games an advantage. Salary Burnham Scale with the possibility of Scale 2 later.
Apply with C.V. and references to the Headmaster. (01068) 183484

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC - Independent - 1300 boys - 300 in Sixth)
Required for September a well qualified MATHEMATICIAN to teach the subject to A and S level. Ability to teach COMPUTER SCIENCE an advantage. Excellent facilities with scope for further development planned.
Help with Games, especially Rowing, would be welcome.
Salary generously based on Burnham with good London Allowance. Possibility of Scale 3 or 3. Government superannuation and free life assurance. Removal expenses paid within limits.
Apply with full tabulated cv. and names of referees to the Headmaster. (0554) 183424

KENT

BENENDEN SCHOOL
Cranbrook, Kent

(Independent) 380 girls 11 - 18)

Required September 1984 a UNIVERSITY GRADUATE to join a department of four to share teaching Mathematics throughout the School to Oxbridge Scholarship and 'O' Level (Scale 2 post plus London Allowance and Chigwell Allowance. Accommodation available. Willingness to help with out of school activities essential.

Applications to/further details from the Headmaster, Chigwell School, Chigwell, Essex. (01-500 1366). 183494

SURREY

PARSONS MEAD
Ashtead, Surrey

'GIRLS' INDEPENDENT DAY AND BOARDING SCHOOL'

GBGSA & GSA MEMBER: SENIOR SCHOOL 270

Required in September 1984, full or part time graduate to share in the teaching of Mathematics and Computer Studies throughout the school to 'O' and 'A' level teaching available. Scale 1 and suitable to suitably qualified full time candidate.

Burnham scale. London Fringe Allowance. Government superannuation.

Apply with curriculum vitae and names of two referees to the Headmistress. (00833) 183434

SURREY

THE ROYAL NAVAL SCHOOL
Rushmore GU27 1HQ
(G.S.A. 300 girls)
Required September 1984, a well qualified Mathematics graduate specially qualified to teach to 'O' and 'A' Level Computer Science non-resident post. Burnham Scale
Applications with full curriculum vitae, and names and addresses of two referees to the Headmistress. (07788) 183424

SURREY

BOXHILL SCHOOL
Requires teacher of Biology/General Science/Physics to 'O' Level. For further details please see main advertisement under Independent Science. (01175) 183424

WEST SUSSEX

SHOREHAM COLLEGE
(Independent Day and Boarding School for pupils 11 - 18)
Required for September 1984 a well qualified MATHEMATICS teacher throughout the school from Junior level to 'A' level. Preference will be given to a candidate also able to take responsibility for COMPUTER STUDIES work in the school to 'O' Level. Willingness to help with extra-curricular activities a recommendation. Burnham Scale 3 for appropriately qualified candidate.

Applications with c.v. and names of 2 referees to: Headmaster, Shoreham College, St Julian's Lane, Shoreham-by-Sea, Sussex, BN4 6YW. (03248) 183424

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL
770 girls, 170 in Sixth Form
Required in September 1984 a Mathematics graduate to teach throughout the school to University entrance level. Approximately one third of the Sixth Form take Advanced level Mathematics. Interest in Computing would be an advantage.
Apply Head Mistress giving details of qualifications and experience and names of 2 referees. (02259) 183464

WORCESTER

THE KING'S SCHOOL
Worcester

Required for September 1984 a well-qualified graduate to teach Mathematics; ability to help with games and other out-of-school activities an advantage.

For further details, write, enclosing a c.v., to the Headmaster's Secretary, The King's School, Worcester WR1 2LH, quoting a stamped, addressed envelope. (01905) 183424

Modern Languages

Heads of Department

HAMPSHIRE

FERNHILL MANOR SCHOOL
New Milton, Hants. BH25 5SL
Experienced specialist required to take charge of the Modern Languages Department from September 1984, and also to teach at all levels up to 'A' level. Ability to coach games and university entrance language might be helpful.
Apply in writing, giving full details of qualifications and experience, and names and addresses of two referees to the Headmaster at the school. (00389) 183418

Other Assistants

BEDFORD

ST. ANDREW'S SCHOOL
Bedford Road, Bedford, MK40 2TU
Tel: Bedford 53844
(G.S.A. Independent 300 day girls + 7 weekly boarders)
Required for September 1984 an extra teacher to be fully responsible for teaching RE to GCSE and to 'O' level and to assist in PSHE/Careers. Apply to the Headmistress for further details and application form. Applications with curriculum vitae and names of two referees should be sent as soon as possible. (01234) 183424

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TS
Tel: 291872
(H.M.C. Co-Ed Direct Grant Grammar School) 410 Day boys including 100 boys and girls in Sixth Form
Wanted for September 1984 a graduate FRENCH and GERMAN to teach throughout the School to 'O' level. This is a young and vigorous Department and the post is one that will create a good deal of interest.
A Scale 2 post is available for a suitably qualified candidate.
A willingness and ability to take part in the games programme will be a distinct advantage.
Applicants should send a full curriculum vitae together with the names, addresses and telephone numbers of two referees, by MONDAY 14th MAY to the Head Master, from whom full details are available. (02006) 183424

CHESHIRE

THE KING'S SCHOOL
Macclesfield, Cheshire

Well qualified graduate to teach CHEMISTRY at all levels required for September 1984. A positive approach, of an imaginative teaching skills, first hand knowledge of Germany and a keen desire to be involved in an established exchange relationship and communication parties abroad are essential.

New entrant of individual seeking first promotion post.

Salary according to the King's School Scale.

Applications by letter with curriculum vitae, details of second language, extra curricular activities and names of two referees to the Headmaster as soon as possible. (19250) 183694

CROYDON

WINTON SCHOOL
Croydon

(small Independent Grammar School for boys)

Required in September 1984, GRADUATE qualified to teach FRENCH to 'O' and 'A' level. Ability to assist with a subsidiary subject and with games would be a recommendation.

Burnham scale 1 salary with London Area allowance and government superannuation.

Applications with full details and names of referees should be sent to the Headmaster, Winton School, Addiscombe Road, Croydon, Surrey. (1989) 183484

DEVON

ALLHALLOWS SCHOOL
Rousdon, Nr. Lyme Regis
(HMC equality, mixed, boarding, with Sixth Form 300)
Required for September 1984, a graduate to teach French to 'A' level and Spanish at least to 'O' level. Knowledge of German would be an important advantage. The post would suit a keen linguist entering a first or second appointment. Staff accommodation available. Salary above Burnham.
Written applications together with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster from whom further details may be obtained. (00467) 183424

DEVON

SHEBBEAR COLLEGE
(Boarding and Day School for Boys 11 - 18)
Required for September 1984
A graduate to teach FRENCH throughout the School, to 'A' Level.
The ability to offer Spanish as well would be useful. Some accommodation may be available.
Apply with full curriculum vitae, names of 2 References and telephone number to: Mr. J. Sleigh, Shebbear College, Beaworthy, Devon EX21 5HJ. (03877) 183514

EAST SUSSEX

ST LEONARDS-MAYFIELD SCHOOL
Independent R C School for Girls (11 - 18). Boarding and Day 520 in the school.
Required for September 1984 a graduate to teach FRENCH to 'O' and 'A' level. Preferably German at least to 'O' level. There is currently over 70 pupils studying French. Accommodation in Sixth Form. Accommodation may be available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmistress, St Leonards-Mayfield School, Mayfield, East Sussex TN20 6PH, as soon as possible. (00694) 183464

EAST SUSSEX

ST LEONARDS-MAYFIELD SCHOOL
Independent R C School for Girls (11 - 18). Boarding and Day 520 in the school.
Required for September 1984 a graduate to teach FRENCH to 'O' and 'A' level. Preferably GERMAN at least to 'O' level. There is currently over 70 pupils studying French. Accommodation in Sixth Form. Accommodation may be available for a married or single person.
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INDEPENDENT PHYSICAL EDUCATION
continued

LONDON

ELTHAM COLLEGE

HMC: Formerly D.G. 11 - 18 Day and Boarding for 615 Boys and Sixth Form Places for Girls

Required for September 1984 a well qualified graduate to teach Physical Education in this very successful and enthusiastic department. An experienced teacher with specialist qualifications, preferably sports with a preference for rugby and athletics, is sought. Other specialist activities include tennis, athletics, basketball and cross country. There is a fully-equipped modern gymnasium and wide range of activities offered to the Sixth Form. This is a Scale 2 post (plus Outer London Weighting and special Eltham allowance). Bachelor accommodation may be available and both Resident and Non-resident posts will be considered. (555562) 184284

SUFFOLK

ST. FELIX SCHOOL

Southwold, Suffolk. Independent School for 370 girls, 11 - 18, 100 in Sixth Form. Selective intake

Required for September, 1984, young Physical Education teacher to join friendly department. Candidates should be able to offer the usual school sports (not lacrosse). Specialist in gymnastics would be considered. Burnham Scale

Latest application with curriculum vitae and names of two referees to The Headmistress. (503560) 184284

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL

(616 girls, 170 in Sixth Form)

Required in September 1984, Physical Education specialist to join a department of four and 1½ hours of games in the school.

Apply Head Mistress giving details of qualifications and experience and names of referees. (02270) 184224

Religious Education

Heads of Department

BERKSHIRE

ST. JOSEPH'S CONVENT SCHOOL

Reading.

HEAD OF R.E.

Required for Sept. 1984 to develop an already vigorous and to lead the department in preparation for GCSE in this independent Roman Catholic Grammar School (430 girls) situated in popular residential suburb of Reading. Reading 661000 for University Scale 2 plus generous allowance. Graduate with relevant qualifications and experience. Please write with full curriculum vitae and names of two referees to the Headmistress, St. Joseph's Convent School, The Old Palace, Redlands Road, Reading RG1 5HS. (555621) 184284

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Latest application with curriculum vitae and names of two referees to the Headmistress. (503560) 184284

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Heads of Department

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CROYDON

THE OLD PALACE SCHOOL (Associated Foundations)

630 girls, 150 in Sixth Form

School (350 6th Form) required September 1984, University Honours Graduate to teach Religious Studies to at least Ordinary Level and if possible to Advanced Level. This is a Part-time Post Scale 1. The person appointed, must have a scholarly approach and an interest in World religions is essential as the School Studies World Religions Gospel 'O' level.

Apply immediately in writing with the names and addresses of two referees to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (02104) 184424

LONDON

PUTNEY HIGH SCHOOL

35 Putney Hill, London SW15 6BH

(Independent School - 500 girls)

Required September 1984, part-time teacher of Religious Studies to 'O' level. Ability to offer second subject an advantage.

Apply by letter to the Headmistress with full curriculum vitae and names of two referees. (02550) 184424

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL

650 pupils, co-educational, 9 - 18

SCHOOL CHAPLAIN

Required for September 1984 to be responsible for all Chapel services, pastoral care and the teaching of Divinity through the School.

Applications should be sent to The Headmaster, The School, Wellingborough, Northamptonshire NN8 4BX. (01734) 184424

TAUNTON

KING'S COLLEGE

Taunton

(Western Division, Woodard Corporation)

(HMC. Boarding 13 - 18, 500 pupils, Sixth Form of 280)

Required for September 1984 or January 1985 Graduate to teach History and Religious Education. This post would suit particularly a practising Anglican with an interest in religious history.

Burnham Scale with special responsibilities allowances.

Applications together with full curriculum vitae and names and addresses of two referees to the Headmaster, Mr. P. F. S. Wicker.

Further particulars of the post may be obtained from the Bursar, Mr. J. Ashley.

Lunch will be provided for candidates invited for interview.

Closing date: 1 June 1984. (4331)

Rural Science

Other Assistants

CUMBRIA

FRIENDS' SCHOOL

Sibton, Suffolk (A.T.080)

Co-educational Boarding and Day School (150 pupils) on fringes of Lake District

General Farm Worker

Required for September 1984

Teacher of Biology to start. Ability to help with girls' games an advantage.

Burnham Scale 1 + Residential Allowance.

Apply to the Headmaster in writing giving curriculum vitae and names of two referees. (01484) 184424

EAST SUSSEX

ST. LEONARDS-MAYFIELD SCHOOL

(Independent R.C. school for Girls, 11 - 18). Boarding and Day, 148 in the school, 148 in VI Form)

Required for September 1984 a graduate to teach Chemistry to 'O' and 'A' level candidates with two or three years' experience including two years 'A' level. Burnham Scale according to qualifications and experience.

Please reply with curriculum vitae and names and addresses of two referees to the Headmistress, St. Leonards-Mayfield School, The Old Palace, Mayfield, East Sussex, TN20 6PH, as soon as possible. (02439) 184424

TAUNTON

KING'S COLLEGE

Taunton

(Western Division, Woodard Corporation)

(HMC. Boarding 13 - 18, 500 pupils, Sixth Form of 280)

Required for September 1984 or January 1985 Graduate to teach History and Religious Education. This post would suit particularly a practising Anglican with an interest in religious history.

Burnham Scale with special responsibilities allowances.

Applications together with full curriculum vitae and names and addresses of two referees to the Headmaster, Mr. P. F. S. Wicker.

Further particulars of the post may be obtained from the Bursar, Mr. J. Ashley.

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630 girls, 150 in Sixth Form

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Apply immediately in writing with the names and addresses of two referees to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (02104) 184424

LONDON

PUTNEY HIGH SCHOOL

35 Putney Hill, London SW15 6BH

(Independent School - 500 girls)

Required September 1984, part-time teacher of Religious Studies to 'O' level. Ability to offer second subject an advantage.

Apply by letter to the Headmistress with full curriculum vitae and names of two referees. (02550) 184424

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WELLINGBOROUGH SCHOOL

650 pupils, co-educational, 9 - 18

SCHOOL CHAPLAIN

Required for September 1984 to be responsible for all Chapel services, pastoral care and the teaching of Divinity through the School.

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Lunch will be provided for candidates invited for interview.

Closing date: 1 June 1984. (4331)

HEREFORD

HEREFORD CATHEDRAL SCHOOL

Chaplain/Head of Divinity required for September, 1984 or January, 1985.

Details from the Headmaster, Cathedral School, Hereford, HR1 2NN (0432 273157). (008451) 184418

LONDON

STRATHAM HILL AND CLAPHAM HIGH SCHOOL

The Girls' Public Day School Trust

Wavertree Road, London SW2 5RR

Two-form entry

Required September 1984, Head of R.E., Scale 2, plus Inner London Weighting. A lively graduate teacher to organise the subject throughout the school, up to 'A' level.

Apply by letter to Headmistress with full c.v., names of referees and S.A.E. (01-674 1587) 184418

Science

Heads of Department

EAST SUSSEX

NEWLANDS MANOR SCHOOL

Sutton Place, Seaford BN25 3PL

(Independent Boarding School for Boys)

(Tel: (0323) 890309)

Graduate required in September 1984 to teach Physics up to 'A' level standard.

Other desirable attributes are up-to-date experience with computers and ability to coach soccer/cricket.

Salary: Burnham Scale 2 or above for suitable applicant.

Accommodation available.

Please write with full curriculum vitae to the Headmaster. (01403) 184818

OXFORDSHIRE

BLOXHAM SCHOOL

(H.M.C., Woodward, 142 in Sixth Form)

HEAD OF PHYSICS

This post becomes vacant in September 1984; a good Honours Graduate is required to lead a successful department. Willingness to play a full part in a boarding school essential. Accommodation available. Own salary scale.

Further details from the Headmaster, Bloxham School, Banbury, Oxon OX15 4PE (Tel: Bloxham (0295) 720268) to whom applications should be made enclosing c.v. and names and addresses of two confidential referees. (185623) 184818

PERTHSHIRE

GLENALMOND

Wanted for September 1984 or possibly from 1985) **HEAD OF BIOLOGY** to take over a thriving Department. In addition to duties throughout the school to university level. Rural surroundings ideal for field work.

Free married or single accommodation provided. Own salary scale above Burnham or Teviot.

Apply as soon as possible with curriculum vitae and names of two referees to The Warden, Glenalmond College, Perthshire PH1 3RY (Tel: 073-888 259) from whom further details can be obtained. (00855) 184818

Other Assistants

BATH

DOWNSIDE SCHOOL

Required for September 1984 a qualified teacher of Physics and Chemistry to 'A' level for one year, possibly due to a Sabbatical Year.

Information and application forms obtainable from The School Secretary, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ. (02389) 184824

BERKSHIRE

HEATHFIELD SCHOOL

Ascot, Berkshire

(165 girls, all boarders)

Required from September 1984, Graduate Chemist, to teach Chemistry to 'O' level with prospects of 'A' level in the near future. Some General Science will be required. Resident preferred.

Applications with names and addresses of two referees to Headmistress at the school. (01484) 184824

BRISTOL

BRISTOL GRAMMAR SCHOOL

Bristol

Independent, ex Direct Grant, (H.M.C.) 1,050 pupils.

Required, for September, 1984, qualified Science graduate to go on the subject to all levels up to and including Oxbridge Entrance.

Salary Burnham Scale 1 or 2 according to qualifications and experience.

Willingness to help with out of term activities would be an advantage.

Further details of the school and of the post are available from the Headmaster, to whom application should be made, together with c.v. and the names of referees.

Bristol Grammar School, University Road, Bristol BS8 1SR (Tel: Bristol 736006. (557718) 184424

CUMBRIA

FRIENDS' SCHOOL

Sibton, Suffolk (A.T.080)

Co-educational Boarding and Day School (150 pupils) on fringes of Lake District

General Farm Worker

Required for September 1984

Teacher of Biology to start. Ability to help with girls' games an advantage.

Burnham Scale 1 + Residential Allowance.

Apply to the Headmaster in writing giving curriculum vitae and names of two referees. (01484) 184424

EAST SUSSEX

ST. LEONARDS-MAYFIELD SCHOOL

(Independent R.C. school for Girls, 11 - 18). Boarding and Day, 148 in the school, 148 in VI Form)

Required for September 1984 a graduate to teach Chemistry to 'O' and 'A' level candidates with two or three years' experience including two years 'A' level. Burnham Scale according to qualifications and experience.

Please reply with curriculum vitae and names and addresses of two referees to the Headmistress, St. Leonards-Mayfield School, The Old Palace, Mayfield, East Sussex, TN20 6PH, as soon as possible. (00855) 184818

EAST SUSSEX

ST LEONARDS-MAYFIELD SCHOOL

Independent R C school for girls (11 - 18), boarding and day, 330 in the school, 140 in VI Form

Required for September 1984 full time graduate, with experienced teacher in teaching Chemistry to O and A level. Burnham scale according to qualifications and experience.

Please reply with curriculum vitae and names of two referees to the Headmistress, St Leonards-Mayfield School, The Old Palace, Mayfield, East Sussex TN20 6PH as soon as possible. (01923) 184824

FOLKESTONE

ST. MARY'S CONVENT

Boarding and day school - 150 girls

Graduate required for September 1984 to teach PHYSICS and throughout School to A level and some Mathematics up to O level. Burnham Scale 1.

Curriculum Vitae with names of two referees to the Headmistress, St. Mary's Convent, School, Ravenlea Road, Folkestone CT20 2JU. (01371) 184824

HAMPSHIRE

LORD WANDSWORTH COLLEGE

H.M.C. 400 boys, 100 of whom are Foundationers

PHYSICS

A graduate physicist is required for September 1984 (though teachers not free until January could be considered) to teach up to 'A' Level, suitable consideration for the headship of the department likely immediately or in due course. Single or married accommodation available. An interest in electronics, computing or any athletic activity (particularly rowing) would be an added recommendation.

Applications, including the names and addresses of two referees should be made to the Headmaster, Long Sutton, Nr. Basingstoke, Hants RG25 1TB (0256 862 244) from whom further details can be obtained. (184824

HAMPSHIRE

STANBRIDGE EARLS SCHOOL

Romsey

SCIENCES

Required for SEPTEMBER 1984, graduate to teach PHYSICS to 'A' Level and to 'O' Level and CSE. Extra curricular commitment in games is essential. Two-bedroomed flat available. Living-out allowance. Burnham salary scales. Mixed small independent boarding school (see P&YB under SHIPLEY).

Apply with CV and 2 referees to the Headmaster. (19413) 184824

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL

25 Kent Road, Southsea, Hants. PO5 3EQ

G.P.D.S.T.

Required for September 1984, a qualified part-time teacher of Chemistry, to 'A' Level and University Entrance standard. Science School Mathematics teaching up to 'O' level would suit a candidate with suitable experience and qualifications, making a full-time post.

Please apply in writing, with curriculum vitae and the names and addresses of two referees, to the Headmistress by 23 May 1984. (01462)

HERTFORDSHIRE

RADEARDASHERS' ASKE'S SCHOOL

Elstree, Borehamwood, Herts. WD6 3AJ

Tel: 01-207 4533

(Independent - 1300 boys - 300 in Sixth)

Required for September 1984 a graduate to teach CHEMISTRY throughout the school to Advanced level. Scale post for experienced teacher. School has modern, well-equipped science block and several computers and large numbers of girls take the sciences at Advanced level.

Apply in writing to Headmistress enclosing testimonials if possible and names of two referees. (00967) 184824

LONDON SW15

PUTNEY HIGH SCHOOL

35 Putney Hill, London SW15 6BH

(Independent School - 500 girls)

Required September 1984 part-time Physics/Mathematics teacher. Ability to teach Computer Studies an advantage. (02551) 184824

LONDON

DULWICH COLLEGE

London SE21 7LD

Required either in January, 1985 or September 1984 a precent graduate to teach Physics. 'A' Level work will be available for a suitably qualified person.

Preference will be given to applicants able to teach other science subjects in the Lower and Middle School, and to those willing to help with games, particularly rowing or other out-of-school activities. There is a flat with own salary scales which are above Burnham. Accommodation may be available for a person requiring it.

Application should be made to the Master, including a full c.v. and the names, addresses and telephone numbers of two referees. Further particulars will be sent to all applicants. (02508) 184824

LEICESTERSHIRE

RATCLIFFE COLLEGE

Syston, Leicestershire LE7 8SG

HMC Boarding School 130 in Vth Form including 40 girls

BIOLOGY

Required for September, graduate biologist to teach the subject throughout the school to Vth Form level. Accommodation available for single person. Ability to help with games, in the case of a woman applicant, but not essential. Accommodation to the Vth Form article, would be an advantage.

Salary Burnham Scale.

Applications, with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (195342) 184824

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)

3 Maresfield Gardens

Required for September 1984 qualified graduate to teach Biology throughout the school to Advanced and University entrance level. Scale post for experienced teacher. School has modern, well-equipped science block and several computers and large numbers of girls take the sciences at Advanced level.

Apply in writing to Headmistress enclosing testimonials if possible and names of two referees. (00967) 184824

LONDON SW15

PUTNEY HIGH SCHOOL

35 Putney Hill, London SW15 6BH

(Independent School - 500 girls)

Required September 1984 part-time Physics/Mathematics teacher. Ability to teach Computer Studies an advantage. (02551) 184824

LONDON

DULWICH COLLEGE

London SE21 7LD

Required either in January, 1985 or September 1984 a precent graduate to teach Physics. 'A' Level work will be available for a suitably qualified person.

Preference will be given to applicants able to teach other science subjects in the Lower and Middle School, and to those willing to help with games, particularly rowing or other out-of-school activities. There is a flat with own salary scales which are above Burnham. Accommodation may be available for a person requiring it.

Application should be made to the Master, including a full c.v. and the names, addresses and telephone numbers of two referees. Further particulars will be sent to all applicants. (02508) 184824

LONDON

KING'S COLLEGE

Wimbledon Common, SW19 4TT

HMC and G.A.P.S. 980 Boys & Girls

Required for September 1984 or January 1985 a well qualified graduate CHEMIST to teach at all levels from 11 plus in the School. Nuffield Chemistry is taught at both 'O' and 'A' level - there are five full time Chemists in the Department and the subject is taught to all boys up to 'O' level.

Salary will depend on experience but will be not less than Burnham Scale 2. The School operates a housing loan scheme and there is a possibility of school accommodation for a married teacher.

Applications, together with the names of two referees, should be sent to the Registrar, Mrs. Secretary, King's College School, Southside, Wimbledon Common, SW19 4TT from whom further particulars may be obtained. (00874) 184824

LONDON

FRANCIS HOLLAND SCHOOL

Clarence Gate, London NW1 6XR

Required in September, a teacher of PHYSICS up to A and S level. Modern Physics Laboratory and Computer Studies.

Please apply in writing immediately (no forms) with full names, addresses and daytime telephone number of two referees. (02341) 184824

LONDON

ELTHAM COLLEGE

(HMC. Formerly D.G. 11 - 18 Day and Boarding for 615 Boys)

SIXTH FORM PLACES FOR GIRLS

Required for September 1984, a graduate to share the teaching of 'O' and 'A' level Biology and also to teach Science related Science in the first two years. Willingness to help with extra-curricular activities, particularly games, would be a strong recommendation. This is a Scale 2 post (plus Outer London weighting and special Eltham allowance). Bachelor accommodation may be available and both Resident and Non-resident posts will be considered.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster, Mr. D. Lewis, Eltham College, London SE9 4QF. (0532 60) 184824

LEATHERHEAD

ST. JOHN'S SCHOOL

(H.M.C. 430 boys)

Required in September 1984 for one year a scientist to teach Physics and Chemistry to 'O' level and Physics to 'A' level candidates. Burnham Scale 2 plus allowance. Bachelor accommodation may be available.

Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster, St. John's School, Leatherhead, Surrey KT22 8SP. (02432) 184824

NORTH YORKSHIRE

HARROGATE COLLEGE

PUBLIC (INDEPENDENT) SCHOOL FOR GIRLS

(450 mainly boarding)

TWO GRADUATES suitably qualified required for September 1984 to join friendly and collegiate staff. Experience counts but not essential. Timetable 24 periods (each case).

PHYSICS and preferably micro-computing to 'A' level. Large purpose-built micro-computer laboratory. Some knowledge of CAML machines.

BIOLOGY candidates must be prepared to teach examination classes at Ordinary and Advanced Level (GCE).

Applications in writing with full c.v. and names and addresses of two referees to the Secretary, Harrogate College, Clarence Drive, Harrogate HG1 2QG to whom when further details may be obtained. (01) 2045 (1910) 184824

NORTH YORKSHIRE

SCARBOROUGH COLLEGE

Scarborough Educational School for 450 pupils

Require for September 1984, a graduate to teach Biology throughout the school to 'A' level. Ideally the successful candidate will be a resident of Biology and/or Psychology. The department has recently completely renovated and is equipped to a high standard. Willingness to help in out-of-school activities as well as with resident supervision in the boarding house would be a recommendation.

Applications in writing with full curriculum vitae and names of two referees to the Headmaster, Scarborough College, Filey Road, Scarborough YO11 3BA as quickly as possible. Closing date 25th May 1984. (02291) 184824

SURREY

REED'S SCHOOL

Cobham, Surrey

CHEMISTRY TEACHER

Required from September, 1984 an Assistant Teacher in Chemistry to teach to 'A' level and to take an active part in boarding school life. Help with rugby coaching would be particularly welcome.

The Head of Department position within a recognisable specialism and responsibility for a suitable candidate.

Salary above Burnham with Area Weighting Allowance.

Single accommodation available.

Please apply with Curriculum Vitae and the names and addresses of two referees to the Headmaster from whom further details may be obtained. (1611) 184824

SURREY

PIERREPONT SCHOOL

Reed's School for Boys

Required for September 1984 a graduate to teach Chemistry. Some Physics available. Suitable candidate will be a Mathematics or Computer Science graduate who would like to teach. Rugby would suit a keen player. Pierrepont School is a small 11 - 16 mixed comprehensive for involvement in all aspects of school life. Single accommodation available. Salary on Burnham Scale 1.

Applications, with curriculum vitae and the names of two referees, to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey GU10 3DN. (01391)

SURREY

BOX HILL SCHOOL

Mickleham, Dorking, Surrey

Good school run on Gordonstoun lines.

Required September 1984 resident or non-resident member of staff for **BIOLOGY** and **SMP** Maths to 'O' and 'A' level. Science Laboratory and **GENERAL SCIENCE** to 'O' level. Rugby, Cricket, Athletics and/or Mountaineering would be an advantage. Boarding Housemaster/mistress would be an advantage. Applicants should be interested in the activity programme.

Apply Headmaster, giving two referees. (01176)

SURREY

SUTTON GRAMMAR SCHOOL

Required for September, 1984 an enthusiastic graduate teacher of Physics to share the teaching of 'O' and 'A' level courses and to take an active part in the boarding life of the School. Ability to help with games and other activities would be welcome.

Salary Burnham Scale 2 plus allowance for boarding responsibility.

Application forms and further details from the Headmaster, Sutton Grammar School, Cheam Road, Sutton, Surrey SM1 2AX. (01-642 3161) 184824

WEST SUSSEX

LANCING COLLEGE

West Sussex

Required for September 1984

A young graduate teacher of the subject, preferably with some experience, to teach Physics to 'O' level and to help with Physics to 'A' level. Applicants should be willing to take part in the full life of a boarding school community in a rural setting. Own salary scale above Burnham.

Application forms may be obtained from the Headmaster's Secretary, Lancing College, Lancing, West Sussex BN15 0RW. (0273 452291) 184824

Other than by Subject Classification

Other Assistants

ABERDEEN

ROBERT GORDON'S COLLEGE

Aberdeen

Teacher of Primary Subjects (2 posts for classes P5-7).

Applications are invited from suitably qualified candidates for these posts who are also Graduates of Education, willingness to assist with games and extra-curricular activities will be a strong recommendation.

There are no specially printed forms of application. Letters of application should provide a full curriculum vitae and should include the names of two referees.

Applications should be sent to the Headmaster as soon as possible and not later than Friday, 25th May. (01713) 185624

BERKSHIRE

Junior trained experienced teacher required September 1984. Science and Mathematics essential. Possibility of position as Deputy Head of Junior School. Apply to: Headmistress, Lilycroft, Upton Road, Windsor, Berks SL4 3DF. (193485) 185624

WILTSHIRE

GODOLPHIN SCHOOL

Salisbury

Independent Boarding and Day School for 300 girls aged 11 - 18.

Required for September 1984 well qualified graduate teacher to teach throughout the school to 'A' level. A willingness to be fully involved in extra-curricular activities is essential. Candidates should submit a curriculum vitae together with the names and addresses of two referees to the Headmistress. (02553) 184824

NOTTINGHAMSHIRE

WORKSOP COLLEGE

(H.M.C. Woodard School)

Boys and girls, 13 - 18, mainly boarding

Required for September 1984 a young, well-qualified graduate to teach Physics throughout the school up to A level. Ability to help with games and to lead Electronics up to 'A' level or Computer work to 'O' level highly desirable. For a suitable candidate there will be opportunity for early promotion to Head of Department. A willingness to be fully involved in extra-curricular activities and to become fully involved in the life of a boarding school community is important. Own salary scale above Burnham. Accommodation may be available.

Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Worksop College, Worksop, Notts. S80 3AP. (0909) 184824

Social Studies

Other Assistants

BERKSHIRE

PLEASE see Frensham Heights advertisement under Boarding Schools, personal assistants. (1944) 185624

Speech and Drama

Other Assistants

SUFFOLK

FRYERS COLLEGE

(Woodard Corporation)

FRYERS TRUST LTD

Bury St. Edmunds, Suffolk (Tel: Clare 278142)

DRAMA TEACHER (Part-time) required September, 1984 in the Senior (Years 9 - 13) section of this co-educational school.

Applications from writing to the Headmaster from whom further details are available. (02554) 185624

Technology

Other Assistants

LEATHERHEAD

ST. JOHN'S SCHOOL

(H.M.C. 430 boys)

Required for September 1984 one year appointment to teach Craft, Design and Technology to 'O' level. Ability to develop Design Technology as an exciting subject would be an advantage. Burnham Scale 2 plus allowance. Bachelor accommodation may be available.

Applications, with curriculum vitae and names and addresses of two referees, to the Headmaster, St. John's School, Leatherhead, Surrey KT22 8SP. (02432) 184824

INDEPENDENT SCIENCE
continued

SURREY

REIGATE GRAMMAR SCHOOL

Reigate Road, Reigate RH2 9QS

(H.M.C. Independent: 830 boys aged 10 - 18 with 30 girls in sixth form)

Required for September 1984, a well-qualified graduate science teacher to teach BIOLOGY and CHEMISTRY up to O.C.E. level. Candidates will have the possibility of some sixth form work to offer in addition (especially cricket), C.C.F. or extra-curricular duties. They will be a strong additional recommendation.

Scale 2 post available for suitable qualified graduate, preferably recent graduate although applications from graduates seeking their first appointment considered. Assistance with removal expenses available in approved cases.

Apply by letter to the Headmaster as soon as possible, giving full personal details and the names and addresses of two referees. (01933) 184824

WEST SUSSEX

Required for September 1984, Graduate Mathematics teacher to teach Computer Studies up to 'O' level. Ability to teach Physics throughout the school for 30 plus periods a week. Willingness to help with games and take part in out-of-school activities. Single accommodation available. Burnham Scale 2 plus allowance. Apply in writing to The Headmaster, Lancing College, Lancing, West Sussex BN15 0RW. (02344) 184824

WILTSHIRE

GODOLPHIN SCHOOL

Salisbury

Independent Boarding and Day School for 300 girls aged 11 - 18.

Required for September 1984 well qualified graduate teacher to teach throughout the school to 'A' level. A willingness to be fully involved in extra-curricular activities is essential. Candidates should submit a curriculum vitae together with the names and addresses of two referees to the Headmistress. (02553) 184824

NOTTINGHAMSHIRE

WORKSOP COLLEGE

(H.M.C. Woodard School)

Boys and girls, 13 - 18, mainly boarding

Required for September 1984 a young, well-qualified graduate to teach Physics throughout the school up to A level. Ability to help with games and to lead Electronics up to 'A' level or Computer work to 'O' level highly desirable. For a suitable candidate there will be opportunity for early promotion to Head of Department. A willingness to be fully involved in extra-curricular activities and to become fully involved in the life of a boarding school community is important. Own salary scale above Burnham. Accommodation may be available.

Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Worksop College, Worksop, Notts. S80 3AP. (0909) 184824

Social Studies

Other Assistants

ABERDEEN

ROBERT GORDON'S COLLEGE

Aberdeen

Teacher of Primary Subjects (2 posts for classes P5-7).

Applications are invited from suitably qualified candidates for these posts who are also Graduates of Education, willingness to assist with games and extra-curricular activities will be a strong recommendation.

There are no specially printed forms of application. Letters of application should provide a full curriculum vitae and should include the names of two referees.

Applications should be sent to the Headmaster as soon as possible and not later than Friday, 25th May. (01713) 185624

BERKSHIRE

Junior trained experienced teacher required September 1984. Science and Mathematics essential. Possibility of position as Deputy Head of Junior School. Apply to: Headmistress, Lilycroft, Upton Road, Windsor, Berks SL4 3DF. (193485) 185624

WILTSHIRE

GODOLPHIN SCHOOL

Salisbury

Independent Boarding and Day School for 300 girls aged 11 - 18.

Required for September 1984 well qualified graduate teacher to teach throughout the school to 'A' level. A willingness to be fully involved in extra-curricular activities is essential. Candidates should submit a curriculum vitae together with the names and addresses of two referees to the Headmistress. (02553) 184824

NOTTINGHAMSHIRE

WORKSOP COLLEGE

(H.M.C. Woodard School)

Boys and girls, 13 - 18, mainly boarding

Required for September 1984 a young, well-qualified graduate to teach Physics throughout the school up to A level. Ability to help with games and to lead Electronics up to 'A' level or Computer work to 'O' level highly desirable. For a suitable candidate there will be opportunity for early promotion to Head of Department. A willingness to be fully involved in extra-curricular activities and to become fully involved in the life of a boarding school community is important. Own salary scale above Burnham. Accommodation may be available.

Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Worksop College, Worksop, Notts. S80 3AP. (0909) 184824

Speech and Drama

Other Assistants

SUFFOLK

FRYERS COLLEGE

(Woodard Corporation)

FRYERS TRUST LTD

Bury St. Edmunds, Suffolk (Tel: Clare 278142)

DRAMA TEACHER (Part-time) required September, 1984 in the Senior (Years 9 - 13) section of this co-educational school.

Applications from writing to the Headmaster from whom further details are available. (02554) 185624

CHESHIRE

HILARY'S SCHOOL

Sidney Edge, Cheshire SK9 7AG

Required for September a temporary part time teacher of Infants. Possibility of full time post. Mornings only. Burnham Scale.

Apply in writing to the Headmaster with curriculum vitae, the names and addresses of two referees and S.A.E. for the Job Description. (02491) 185624

CLWYD

LINDISFARNE COLLEGE

Wynnstay, Ruabon, Clwyd, LL14 6YD

The following staff are required for SEPTEMBER 1984: Qualified teacher of FRENCH and ENGLISH up to GCE 'O' level. An active interest in one or more of the following would be an advantage: games, acouts, air cadets. Ability to play the piano desirable but not essential.

Qualified teacher of CHEMISTRY up to GCE 'O' and 'A' levels if possible with either Mathematics or Religious Studies. Games and middle school. An active interest in one or more of the following would be an advantage: games (rugby and cricket), outdoor pursuits, scouts, air cadets.

Both posts are residential although applications wishing to live out will be considered.

Salary: Burnham plus Government Superannuation Scheme.

Applications in writing to the Headmaster, giving the names of two persons to whom reference may be made. (05554) 185624

EALING

Required in September in small independent school for girls aged 3 - 11 years old. Able to teach Art 1½ days per week.

Apply Headmistress, Haroldstone House, 148 Ealing Road, Ealing, W5. (02349) 185624

ESSEX

ST. CEDD'S SCHOOL

Essex

(IAPS)

A young enthusiastic INFANT TEACHER required for September 1984. An ability to play the piano would be an advantage.

Please send curriculum vitae, the names, addresses and telephone numbers of two referees to The Headmistress, St. Cedd's School, 167 Manor Road, Chelmsford, Essex CM1 1PB. (19911) 185624

KENT

DOVER COLLEGE

Dover, Kent CT17 9RH

(Dover (0304) 205969)

(H.M.C. Coeducational, 340 pupils 13 - 18)

Required for September 1984 a SPECIALIST TEACHER OF ANCIENT AND MODERN GREEK to teach new and established courses. Ability to teach another subject and willingness to assist with extra-curricular activities an asset. Salary according to experience. Possibility of accommodation.

Apply Headmaster with full curriculum vitae and names and addresses of referees. (02448) 185624

KENT

BECKENHAM GRAMMAR SCHOOL

Beckenham, Kent

(Independent day (H.M.C.) Grammar school, 11 - 18 yrs.)

Required for September 1984, a graduate to take Maths & Physics in lower school in addition to

GRADUATE to take Economics at 'O' level, Commerce at 'A' level. State other subject of interest.

Scale 2 for suitably qualified graduates. Graduate completing their P.G.C.E. will be considered (Scale 1).

Initially London Burnham. Government Superannuation.

Willingness to participate in school activities, especially games and outdoor pursuits.

Application forms from Headmaster, please enclose a S.A.E. (1956) 185624

LONDON

KING ALFRED SCHOOL

Hampstead

Est. 1898

This independent, mixed all-age (4 - 18 years) progressive day school, currently roll 414, requires from September, 1984, the following full-time teachers:

1. PHYSICS: teaching up to and including 'O' and 'A' level. Electronics will be an advantage.

2. ENGLISH: teaching up to and including 'O' and 'A' level.

3. DRAMA: including a well-established 'O' level course.

SALARY: Burnham scale, negotiable on qualifications, experience. Applicants only interested in a 5 year tenure will be seriously considered.

PART-TIME POSTS: Some part-time teaching available from September (due to rising numbers) in the following areas:

PHOTOGRAPHY:
MATHEMATICS: FRENCH

Please apply in writing for application form and further details to The Head, King Alfred School, North End Road, London NW11 7HY. Tel: 01-455 0176 (24hrs). (04869) 185624

LONDON

Vacancy for part-time teacher (2 p.m. - 6 p.m. daily) teaching Political Ideas and general subjects to 13 year olds.

Please Tel: 01-800 6113/4, (01989) 185624

LONDON

Owing to expansion vacancies for September, 1984 at co-educational school ages eight to sixteen.

1. Teacher to aid in administration.

2. Teacher to be in charge of English throughout the School.

3. Teacher to teach History/Geography to Ordinary level.

Please apply in writing giving full details of qualifications and experience and the names of three referees, should be sent by May 31st. (19550) 000010

MASTER/MISTRESS/MATRONS required for posts in Independent Schools. Should write with c.v. Sec. Box 716, Overseas Manningtrees Road, Billingshurst, Sussex. (681) 185624

MIDDLESEX

ST. DAVID'S SCHOOL FOR GIRLS

Ashford, Middlesex TW15 3DZ

Required September, 1984 a qualified teacher to teach Games and Dance to girls (10 - 13 years). Old Testament, history, Geography). Willingness to help in Choir would be an advantage.

Apply to Head Mistress with full C.V. and the name and addresses of 2 referees as soon as possible.((((02478) 185624

ESSEX

ST. CEDD'S SCHOOL

Essex

(IAPS)

A young enthusiastic INFANT TEACHER required for September 1984. An ability to play the piano would be an advantage.

Please send curriculum vitae, the names, addresses and telephone numbers of two referees to The Headmistress, St. Cedd's School, 167 Manor Road, Chelmsford, Essex CM1 1PB. (19911) 185624

KENT

DOVER COLLEGE

Dover, Kent CT17 9RH

(Dover (0304) 205969)

(H.M.C. Coeducational, 340 pupils 13 - 18)

Required for September 1984 a SPECIALIST TEACHER OF ANCIENT AND MODERN GREEK to teach new and established courses. Ability to teach another subject and willingness to assist with extra-curricular activities an asset. Salary according to experience. Possibility of accommodation.

Apply Headmaster with full curriculum vitae and names and addresses of referees. (02448) 185624

KENT

BECKENHAM GRAMMAR SCHOOL

Beckenham, Kent

(Independent day (H.M.C

PREP ENGLISH
continued

WEST SUSSEX

Required September 1984 qualified teacher of English to join department of four. Experience and a lively approach important in Coeducational boarding school of 500 children aged 8 - 13. Ability to offer a second subject and willingness to help with games and share boarding duties essential. Preparation of separate accommodation available. Salary Burnham and TSS.

Please apply by letter, enclosing the names and addresses of two referees, to the Headmaster, Brighton College Junior School, Walpole Lodge, Eastern Road, Brighton, BN2 0EU. (01-273) 603424

NORTH WALES

PENRHOS COLLEGE JUNIOR SCHOOL
Colwyn Bay, North Wales
(A.P.S. Boarding and Day.
Age 3½ - 11 yrs.)
For September, 1984, a qualified teacher to teach Mathematics and Science from 8 to 11 years; knowledge and interest in computing an advantage. willingness to take part in school activities weekends and evenings essential. Accomodation may be available. Burnham 1 or 2 depending on experience.

Applications in writing with curriculum vitae plus names and addresses of two referees by 10th May to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL29 7BL. (01-492) 532424

TAUNTON

KING'S COLLEGE
Taunton
JUNIOR SCHOOL
(Western Division, Woodard Corporation)
(200 boys, 7 - 13)
Required for September 1984 or January 1985, suitably qualified lady teacher of Mathematics, to teach throughout the school up to Scholarship level. Knowledge and interest in computing an additional recommendation. Burnham Scale.

Application, together with full curriculum vitae, and names and addresses of two referees to the Headmaster, Purland Hill, Taunton, Somerset TA3 5AA. (01-453) 274286

Other Assistants

BEDFORD

BEDFORD LOWER SCHOOL

Required for September 1984 or January 1985 if necessary, a well-qualified Mathematician to teach throughout the School (ages range 11 - 13 plus). Some Games. Duties will be available for a suitable candidate. Ability to help with games/extra curricular activities would be an advantage.

Bedford School salary scale.

Further details may be obtained from the Headmaster, Bedford Lower School, Burnaby Road, Bedford MK40 2TU to whom applications should be made, together with details of qualifications and the names of two referees. (01-248) 353424

SURREY

DOWNSEND SCHOOL
Leatherhead

IAPS 330 Day Boys aged 7 - 13

HEAD OF MATHEMATICS

Required for September 1984 or January, a well qualified and experienced teacher to take charge of a Department with a long and distinguished history. Boys are prepared for Common Entrance and Public School Scholarship Examinations. An ability and willingness to help with extra-curricular activities, especially Games, with a strong recommendation at Allowance Scale II according to experience, otherwise Scale I.

Candidates should submit a letter of application and full c.v. together with the names and addresses of three referees to: The Principal, Downend School, Leatherhead, Surrey KT22 8ZT. Tel: Leatherhead (03702) 4171. (01-544) 203416

Other Assistants

BEDFORD

BEDFORD LOWER SCHOOL

Required for September 1984 or January 1985 if necessary, a well-qualified Mathematician to teach throughout the School (ages range 11 - 13 plus). Some Games. Duties will be available for a suitable candidate. Ability to help with games/extra curricular activities would be an advantage.

Bedford School salary scale.

Further details may be obtained from the Headmaster, Bedford Lower School, Burnaby Road, Bedford MK40 2TU to whom applications should be made, together with details of qualifications and the names of two referees. (01-248) 353424

BRIGHTON

Brighton College Junior School requires in September 1984 a teacher of mathematics up to C.S. and Scholarship level, who can also offer Science and computer studies. Help with games and activities would be expected. Burnham salary. Accommodation available for single person.

Please apply by letter, enclosing the names and addresses of two referees, to: Headmaster, Brighton College Junior School, Walpole Lodge, Eastern Road, Brighton, BN2 0EU. (01-273) 603424

NORTH WALES

PENRHOS COLLEGE JUNIOR SCHOOL
Colwyn Bay, North Wales
(A.P.S. Boarding and Day.
Age 3½ - 11 yrs.)
For September, 1984, a qualified teacher to teach Mathematics and Science from 8 to 11 years; knowledge and interest in computing an advantage. willingness to take part in school activities weekends and evenings essential. Accomodation may be available. Burnham 1 or 2 depending on experience.

Applications in writing with curriculum vitae plus names and addresses of two referees by 10th May to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL29 7BL. (01-492) 532424

TAUNTON

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Taunton
JUNIOR SCHOOL
(Western Division, Woodard Corporation)
(200 boys, 7 - 13)
Required for September 1984 or January 1985, suitably qualified lady teacher of Mathematics, to teach throughout the school up to Scholarship level. Knowledge and interest in computing an additional recommendation. Burnham Scale.

Application, together with full curriculum vitae, and names and addresses of two referees to the Headmaster, Purland Hill, Taunton, Somerset TA3 5AA. (01-453) 274286

SHROPSHIRE

PACKWOOD HAUGH
Ruyton XI Towns
SHREWSBURY SY4 1JX
(IAPS Boarding and Day Boys aged 7 - 13)
Required for September, 1984 a qualified teacher of French to middle and Common Entrance forms. Must be good orally and ready to play a full part in boarding school life; particular responsibilities, games accommodation available. Salary Burnham Scale; salaries paid by Private Pension Scheme. Application (with names and addresses of two referees) to the Headmaster. (0743) 710282

STAFFORDSHIRE

LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 7LH
A fully integrated day and Boarding Preparatory School for 160 pupils.
Lichfield Cathedral School requires for September 1984 a qualified teacher of FRENCH to C.S.E. and F.S.E. level. Ability to assist with the teaching of boys' games essential. Single accommodation available.
Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed.
Previous applicants will curriculum vitae addressed only. (01-543) 203432

SURREY

DOWNREND SCHOOL
Leatherhead

IAPS 330 Day Boys aged 7 - 13

Required for September 1984 or January 1985 a well qualified French teacher to teach boys up to Common Entrance. In the future there will be an opportunity to teach up to Public School Scholarship level. An ability and willingness to help with extra-curricular activities and games will be a strong recommendation. Salary Burnham according to experience. Accommodation may be available.

Candidates should submit a letter of application and full c.v. together with the names and addresses of three referees to: the Principal, Downend School, Leatherhead, Surrey KT22 8ZT. Leatherhead (03702) 4171. (01-544) 203416

SURREY

CRANLEIGH PREPARATORY SCHOOL
Cranleigh, Surrey GU6 8QH
Required September 1984 young graduate to teach French in all middle and common entrance forms. An important element in the enjoyment of the job will be the involvement in games and activities. Some boarding. school life.

The ideal candidate will, moreover, have strength in games, especially hockey, where help is there is the possibility of 1st team selections.

Accommodation (married or single) available; also attractive salary and other benefits.

Please write or telephone (Cranleigh 274169) for fuller details, enclosing a brief letter with CV and names, addresses and telephone numbers of two referees by 24 May. Interviews likely early June.

(03029) 203624

SURREY

CRANMORE SCHOOL
West Horsley, Surrey
Required for September 1984, French Teacher for 11 - 13 year old boys. Salary: Burnham plus. Good promotion prospects for suitable candidate.

Apply in writing to the Headmaster, giving names of two referees. (10484) 203624

WARWICKSHIRE

ARNOLD LODGE SCHOOL
Kenilworth Road, Leamington Spa CV32 5YN
I.A.P.S. Member
Headmaster: J.A. Hall
Require for September 1984 a graduate in music and Maths teacher of FRENCH, with good all round abilities for the 9 - 13 age group. An ability to assist with games or with other extra-curricular activities an advantage.
Single accommodation available.
Salary Burnham, according to age and experience. Government superannuation scheme.
Apply with recent cv, together with the names and telephone numbers of two referees, to the Headmaster. (10313) 203624

Music

Heads of Department

BERKSHIRE

Wanted for September, a teacher in charge of Music throughout school to teach piano and train choir and orchestra. Excellent accommodation. Salary Burnham Scale plus.

Write with full C.V.; and the names of two referees to: The Headmaster, Lambrook, Winkfield, Bracknell, Berkshire RG12 8DU. (01-149) 203816

LONDON

DURSTON HOUSE
13 Castlebar Road, Ealing, W5 2DS.
Required for September 1984, an active I.A.P.S. day school di
160 boys, 4 keen, young Director of Music to take ov Junior form, run a choir, bui up visiting instrumental team, and teach either Games or some other subject. e.g. Maths. Burnham Scale 1 plus London Allowance.
Please apply immediately with c.v. and details of two referees to the Headmaster.

SUSSEX

ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RH
Tel: Eastbourne 33203)
I.A.P.S. Co-Educational Boarding and Day. 275 pupils
Required September 1984 Director of Music to succeed Mr. Peter Hall who has developed over flourishing department and Secondary Music with fine musical tradition. The successful candidate must be qualified, energetic and with the ability to work well with people other members of the department, to take advantage of good facilities for Music and to develop it still further. Visiting teachers help with G.C.E. and C.S.E. work; individual instruction available. Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed.
Previous applicants will curriculum vitae addressed only.

Applications together with curriculum vitae and names of two referees should be sent to The Headmaster. (10484) 203624

Other Assistants

DERBYSHIRE

S. ANSELM'S
Bakewell
I.A.P.S. Boarding School for 150 boys

Required September 1984 a qualified TEACHER OF SENIOR to share the Common Entrance forms with another master). Small cricket.

Ability to coach any or all of CRICKET, SOCCER, RUGBY and HOCKEY an advantage.

Willingness to become involved in the life of the school essential.

S. Anselm's Scale, above Burnham. Generous superannuation. Very generous terms for sons and daughters of the school from 4½ to 13.

Please apply in writing with full details, numbers of two referees to the Headmaster, Hassop Hall, Bakewell, Derbyshire. Telephone (06081) 3203634

NORFOLK

TAVERHAM HALL SCHOOL
Please see advertisement under Preparatory Schools (Other than by Subject). (13860) 203624

SHROPSHIRE

PACKWOOD HAUGH
Ruyton XI Towns
SHREWSBURY SY4 1JX
(IAPS Boarding and Day Boys aged 7 - 13)
Required for September, 1984 a qualified teacher of French to middle and Common Entrance forms. Must be good orally and ready to play a full part in boarding school life; particular responsibilities, games. Keen rugger coach. Excellent accommodation available. Burnham Scale; salaries paid by Private Pension Scheme. Application (with names and addresses of two referees) to the Headmaster. (0743) 710282

STAFFORDSHIRE

LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 7LH
A fully integrated day and Boarding Preparatory School for 160 pupils.
Lichfield Cathedral School requires for September 1984 a qualified teacher of FRENCH to C.S.E. and F.S.E. level. Ability to assist with the teaching of boys' games essential. Single accommodation available.
Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed.
Previous applicants will curriculum vitae addressed only. (01-543) 203432

Other Assistants

KENT

(Re-advertisement)
Required for September 1984 a keen music teacher for 8 - 13 year old children to assist and take classes in choir and choir training and to play a full part in a thriving and expanding music department. Candidate should be organist preferably with some knowledge of Orff and Dalcroze methods. Burnham Scale 1, extra-curricular activities and games will be a strong recommendation. Separate accommodation available.
Candidates should submit a letter of application together with the names and addresses of two referees to: the Principal, Downend School, Leatherhead, Surrey KT22 8ZT. Leatherhead (03702) 4171. (03475) 203624

SURREY

CRANLEIGH PREPARATORY SCHOOL
Cranleigh, Surrey GU6 8QH
Required September 1984 young graduate to teach French in all middle and common entrance forms. An important element in the enjoyment of the job will be involvement in games and activities. Some boarding school life.

The ideal candidate will, moreover, have strength in games, especially hockey, where help is there is the possibility of 1st team selections.

Accommodation (married or single) available; also attractive salary and other benefits.

Please write or telephone (Cranleigh 274169) for fuller details, enclosing a brief letter with CV and names, addresses and telephone numbers of two referees by 24 May. Interviews likely early June.

(03029) 203624

SURREY

CRANMORE SCHOOL
West Horsley, Surrey
Required for September 1984, French Teacher for 11 - 13 year old boys. Salary: Burnham plus. Good promotion prospects for suitable candidate.

Apply in writing to the Headmaster, giving names of two referees. (10484) 203624

WARWICKSHIRE

ARNOLD LODGE SCHOOL
Kenilworth Road, Leamington Spa CV32 5YN
I.A.P.S. Member
Headmaster: J.A. Hall
Require for September 1984 a graduate in music and Maths teacher of FRENCH, with good all round abilities for the 9 - 13 age group. An ability to assist with games or with other extra-curricular activities an advantage.
Single accommodation available.
Salary Burnham, according to age and experience. Government superannuation scheme.
Apply with recent cv, together with the names and telephone numbers of two referees, to the Headmaster. (10313) 203624

Music

Heads of Department

BERKSHIRE

Wanted for September, a teacher in charge of Music throughout school to teach piano and train choir and orchestra. Excellent accommodation. Salary Burnham Scale plus.

Write with full C.V.; and the names of two referees to: The Headmaster, Lambrook, Winkfield, Bracknell, Berkshire RG12 8DU. (01-149) 203816

LONDON

DURSTON HOUSE
13 Castlebar Road, Ealing, W5 2DS.
Required for September 1984, for this I.A.P.S. day school di
160 boys, a keen, young Director of Music to take ov Junior form, run a choir, bui up visiting instrumental team, and teach either Games or some other subject. e.g. Maths. Burnham Scale 1 plus London Allowance.
Please apply immediately with c.v. and details of two referees to the Headmaster.

SUSSEX

ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RH
Tel: Eastbourne 33203)
I.A.P.S. Co-Educational Boarding and Day. 275 pupils
Required September 1984 Director of Music to succeed Mr. Peter Hall who has developed over flourishing department and Secondary Music with fine musical tradition. The successful candidate must be qualified, energetic and with the ability to work well with people other members of the department, to take advantage of good facilities for Music and to develop it still further. Visiting teachers help with G.C.E. and C.S.E. work; individual instruction available. Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed.
Previous applicants will curriculum vitae addressed only.

Applications together with curriculum vitae and names of two referees should be sent to The Headmaster. (10484) 203624

Other Assistants

KENT

ST. MICHAEL'S SCHOOL
Otford Court, Nr. Sevenoaks, Kent

Small IAPS Boarding and Day School

Resident Teacher required from September 1984 to be responsible for P.E. and Games, and a classroom teaching in History. (Other subjects considered.)

Apply with C.V. and names of 2 referees to the Rev. Paul G. Cox. (19358) 204824

SURREY

ST. CHRISTOPHER'S SCHOOL (I.A.P.S.)
41 West Street, Farnham, Surrey
Required in September 1984, young, qualified and enthusiastic P.E. specialist for girls aged 7 - 13 years. Boarding arrangement, or possibility of full time post.
Please apply in writing to the Headmistress giving names, addresses and telephone numbers of two referees. (19452) 204824

Religious Education

Heads of Department

BRIGHTON

Brighton College Junior School requires in September 1984 a chaplain to be responsible for the administration of the Junior School's own chapel and for the teaching activity and English throughout the course. Burnham salary.

Please apply by letter, enclosing the names of two referees, to the Headmaster, Brighton College Junior School, Walpole Lodge, Eastern Road, Brighton, BN2 0EU. (01-273) 603424

Science

Other Assistants

BUCKINGHAMSHIRE

A qualified teacher required for Slough School (6 plus - 11 plus) Science involvement in extra-curricular activities essential. Boarding accommodation available. Further particulars and application form from the Headmaster, Mr. Paul G. Cox. (19358) 204824

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
London SE21 7AE
Because of the expansion of science and computer teaching and the addition of a second well-equipped laboratory and a computer room, there is required in September an enthusiastic young graduate to take Junior Science and Mathematics, particularly in the 11 age group. Knowledge of Microcomputers would be an advantage. Candidates should be prepared to play a full part in the life of the school's many out of school activities and to take games.

Accommodation is available in the Dulwich College Estate for a single man. Burnham Scale with London Allowance. Government Superannuation.

Apply with curriculum vitae, giving telephone number, to the Headmaster, 42 Alleyn Park, Dulwich, SE21 7AA. (5442) 204824

PLYMOUTH

PLYMOUTH COLLEGE PREPARATORY SCHOOL
Ford Park, Plymouth
Tel: 779283
Member of I.A.P.S. 260 boys, 3 - 13
Vacancy for pupil
Required for September 1984, a graduate in Science for boys aged 8 - 11. The person appointed will have responsibility for Science in the School. There is a spacious and well-equipped laboratory and a generous budget for materials. Games and out of school activities would be an advantage. Burnham Scale 1.
Apply by letter to the Headmaster, enclosing Curriculum Vitae and names, addresses and Tel. nos. of two referees, and a C.V. (01357) 204824

SOMERSET

TAUNTON JUNIOR SCHOOL
Staplegrove Road, Taunton, Somerset TA2 6AE
Required for September 1984 teacher of Science and/or Mathematics. The single respondent would be preferred, who is at least with games duties and interested in the School's games (rugger, hockey, cricket).
Applications with c.v. and the names of two referees to the Headmaster, Taunton Junior School, Staplegrove Road, Taunton, Somerset TA2 6AE. (02476)

SUSSEX

STOKE BRUNSWICK
East Grinstead
Qualified science teacher required for September 1984 to teach up to G.C.E. standard.
Applicants must be willing to take an enthusiastic part in the life of a coeducational boarding school. Ability to coach games an advantage.
Married or single accommodation available. Salary in accordance with Burnham Scale.
Please apply to the Headmaster with full c.v. and the names of two referees.
Stoke Brunswick, Saint Hilary Wood, East Grinstead, Sussex. (00243) 204824

TAUNTON

KING'S COLLEGE
Taunton
JUNIOR SCHOOL
(Western Division, Woodard Corporation 200 boys - 13)
Required September 1984 or January 1985 suitably qualified person to be responsible for Science teaching throughout the school, interest and aptitude for field-work an additional recommendation. Burnham Scale.
Applications, together with full curriculum vitae and names and addresses of two referees, to the Headmaster, Purland Hill, Taunton, Somerset TA3 5AA. (01-453) 274286

204824

Other than by Subject Classification

Other Assistants

BEDFORD

RUSHMOOR SCHOOL
Bedford, Bedfordshire
Required for September 1984 a Qualified Middle School Teacher (age range 9 - 13) with a particular interest in teaching Mathematics, Science and Computing.
A resident bachelor would be preferred.
Burnham Scale. Government Superannuation.
Applications in writing with full curriculum vitae and addresses of two referees to: The Headmaster, Rushmoor School, Stanwick Road, Bedford MK40 3JT. (02534) 203624

BRISTOL

BRISTOL GRAMMAR SCHOOL LOWER SCHOOL

(925 boys and girls, aged 7 - 11)

A GRADUATE is required in September 1984 to teach able pupils MATHEMATICS in the first group 8 - 9. An interest in initiating computer work is preferred and the ability to assist with games essential. Salary Burnham Scale 1, depending upon ability and experience.

A qualified ASSISTANT, preferably GRADUATE, is required September 1984, to assist with English to groups of able children. The ability and willingness to teach all the appropriate GAMES is essential. Salary Burnham Scale 1.

Applications, with a full curriculum vitae, and the names of three persons to whom reference may be made, should be forwarded to Dr. Gray, Headmaster, Bristol Grammar School, Universal House, Pembroke Road, Clifton, Bristol BS8 3BH. (0272) 736000) or, if preferred, to Mr. Hall, Lower School Headmaster, Bristol Grammar School, Redland Court Road, Bristol BS6 7EG. (0272) 736000) 205924

BUCKINGHAMSHIRE

ASHFOLD SCHOOL
Dorton, Nr. Aylesbury
Required in September qualified teacher for general subjects in the middle school (8 - 10). Ability to assist Maths preferred. Willingness to help with games and music and to play a full part in the life of Burnham Scale.
Applications with the names of two referees to the Headmaster. (19360) 203624

CAMBRIDGESHIRE

ACREMONT HOUSE SCHOOL
(THE KINGS SCHOOL)
Ely

Kindergarten teacher required for September 1984. Froebel qualified, class of 25 (5 year olds).

Further details from the Headmistress' Secretary, Ely 2884. (67501) 205601

CAMBRIDGE

ST. FAITH'S SCHOOL
(330 boys)
Required in September a qualified teacher to take Mathematics in the middle school. Interest in helping with games with junior and senior school forms and out of school activities is essential. Burnham Scale 1 and Government Superannuation.
Applications for the post, full curriculum vitae and the names of two referees to be sent, telephone numbers should be given as soon as possible to the Headmaster, St. Faith's, Cambridge, CB2 1JF. (00371) 205621

COLWYN BAY

PREPARATORY SCHOOL
I.A.P.S., 110 Boarders, 70 Day Boys, 3 - 13 years old
Required for September 1984, a qualified teacher of general subjects to teach mainly in the 11 - 13 age group. At both posts will be wonderful opportunity for willingness to undertake particular activities, help with coaching, and the desire to offer wide range of extra-curricular activities rather than ask for specific subject qualifications are most important, drive and enthusiasm.
Salary: Burnham Scale 1 plus Rydal Allowances.
Applications for the post, a full curriculum vitae, and the names of three referees with their telephone numbers, should be sent as soon as possible to the Headmaster, Rydal Preparatory School, Pwllycrochan, Colwyn Bay, Clwyd LL29 7BP. (0492) 530481 (19362) 205621

DORSET

Required September 1984 an experienced teacher of Mathematics and Science to Common Entrance and Scholarship standard. Some Games. Duties will be available for a suitable candidate. Ability to coach boys' games an advantage. Single accommodation available.
Salary Burnham Scale plus Inner London Allowance.
Apply by letter to the Head of Lower School enclosing full curriculum vitae and the names of two referees. (19361) 205624

LONDON SW15

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Required for September 1984 a graduate not less than 2nd class honours in Mathematics to teach girls aged 11 - 16 years. Accommodation available. Could be non-resident or part-resident. Ability to coach games and games and swimming and games an advantage would be welcome.
Apply to The Headmistress with C.V. and names and addresses of two referees, to the Headmistress, Pyrland, Taunton, Somerset TA2 8AA. (01-455) 204824

GLOUCESTERSHIRE

Young enthusiastic graduate required for teaching Mathematics to boys aged 8 - 11 years old. Good sense of humour and ability to coach 1st XI Soccer and Cricket (plus an active interest in other sports) essential. Post might well suit a highly recommended Cambridge leaver. Accommodation available.

Write with C.V. to the Headmaster, Newnham-on-Severn, Gloucestershire. (03117) 205601

GUILDFORD

LANESBOROUGH
(I.A.P.S., Day, 4½ to boys 8 - 13)
The Preparatory Department of the Royal Grammar School and the Choir School of Guildford Cathedral.
Required for September 1984 a qualified teacher to help with P.E., to share and supervise games and to help with the running of a boarding house. Some assistance with music and teaching will also be required in the Middle School. Ability to play the piano or organ for services and to help with choir practices essential. The post is open to a graduate or equivalent qualified. The post is particularly suited to a resident applicant. Non-residents will be considered. Burnham Scale according to qualifications and experience.
Applications and names should be sent as soon as possible to the Head Master, Lanesborough, Guildford, Surrey, with full curriculum vitae and telephone number and names of two referees. (04868) 205624

HAMPSHIRE

EDINBURGH HOUSE
New Milton, Hampshire
Required September 1984 for Preparatory School for boys aged 7 - 13 years, a graduate to teach Mathematics and Science to Common Entrance and Scholarship standard. Some Games. Boarding accommodation for girls if required.
Apply with full curriculum vitae and names of two referees to the Headmaster, Edinburgh House, New Milton, Hampshire BH25 6QS. (0425) 205624

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
London SE21 7AE
REQUIRED FOR SEPTEMBER 1984
TWO
TEACHERS: QUALIFIED
1 - 2 for a class of 8 - 9 year olds in the Lower School.
2 - For a class of 10 - 11 year olds in the Infant Department.
These classes in separate departments of a thriving school are both in modern, recently equipped buildings with excellent facilities, where teachers are encouraged to apply an individual approach to their work in a happy environment.
Both posts require graduates for numbers 2 CLASS TEACHERS for 7 year olds.
Post might well suit a highly recommended Cambridge leaver. Accommodation may be available.

Write with C.V. the names, addresses of two referees (able to speak to us by telephone) to: The Headmaster, Dulwich College Preparatory School, 42 Alleyn Park, Dulwich, SE21 7AA. (01-693) 205624

LONDON

LADY EDEN'S SCHOOL
4 Victoria Road, London W8
Required for September 1984 a qualified teacher of Mathematics for 10 year old girls.
Ability to teach Mathematics, modern and traditional. Commonwealth Entrance standard essential.
London Burnham Scale salaries. Government Superannuation Scheme.
Apply in writing with references and curriculum vitae to Mrs. Crevathan, Headmistress. (02884) 205624

LONDON

LADY EDEN'S SCHOOL
4 Victoria Road, London W8
Required for September 1984 a qualified experienced teacher of Science to teach girls (4 year olds). Also ability to coach games with other age groups.
Burnham Scale plus Inner London Allowance.
Government superannuation scheme.
Apply in writing with references and curriculum vitae to Mrs. Crevathan, Headmistress. (02884) 205624

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL
G.P.D.S.T.
(LOWER SCHOOL)
66 Netherhall Gardens, London NW3 5RR
Required for September, an enthusiastic form mistress for a class of six-year olds in an established, attractive Junior School. Experience essential. Interest in music for ability to play the piano an advantage. Burnham Scale, plus Inner London Allowance.
Apply by letter to the Head of Lower School enclosing full curriculum vitae and the names of two referees. (19361) 205624

LONDON SW15

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Required for September 1984 a graduate not less than 2nd class honours in Mathematics to teach girls aged 11 - 16 years. Accommodation available. Could be non-resident or part-resident. Ability to coach games and games and swimming and games an advantage would be welcome.
Apply to The Headmistress with C.V. and names and addresses of two referees, to the Headmistress, Pyrland, Taunton, Somerset TA2 8AA. (01-455) 204824

CAMBRIDGE

ST. FAITH'S SCHOOL
(330 boys)
Required in September a qualified teacher to take Mathematics in the middle school. Interest in helping with games with junior and senior school forms and out of school activities is essential. Burnham Scale plus Government Superannuation.
Applications for the post, full curriculum vitae and the names of two referees to be sent, telephone numbers should be given as soon as possible to the Headmaster, St. Faith's, Cambridge, CB2 1JF. (00371) 205621

COLWYN BAY

PREPARATORY SCHOOL
I.A.P.S., 110 Boarders, 70 Day Boys, 3 - 13 years old
Required for September 1984, a qualified teacher of general subjects to teach mainly in the 11 - 13 age group. At both posts will be wonderful opportunity for willingness to undertake particular activities, help with coaching, and the desire to offer wide range of extra-curricular activities rather than ask for specific subject qualifications are most important, drive and enthusiasm.
Salary: Burnham Scale 1 plus Rydal Allowances.
Applications for the post, a full curriculum vitae, and the names of three referees with their telephone numbers, should be sent as soon as possible to the Headmaster, Rydal Preparatory School, Pwllycrochan, Colwyn Bay, Clwyd LL29 7BP. (0492) 530481 (19362) 205621

DORSET

Required September 1984 an experienced teacher of Mathematics and Science to Common Entrance and Scholarship standard. Some Games. Boarding accommodation for girls if required.
Apply with full curriculum vitae and names of two referees to the Headmaster, Edinburgh House, New Milton, Hampshire BH25 6QS. (0425) 205624

LONDON SW15

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Required for September 1984 a graduate not less than 2nd class honours in Mathematics to teach girls aged 11 - 16 years. Accommodation available. Could be non-resident or part-resident. Ability to coach games and games and swimming and games an advantage would be welcome.
Apply to The Headmistress with C.V. and names and addresses of two referees, to the Headmistress, Pyrland, Taunton, Somerset TA2 8AA. (01-455) 204824

PREP OTHER THAN BY SUBJECTS
continued

HERTFORDSHIRE

RADLETT NURSERY AND INFANT SCHOOL
Cobden Hill, Radlett, Hertfordshire

An enthusiastic, experienced teacher is required from September for this new, expanding school for children of 3 - 7 years of age.

It is an exciting challenging Scale 1 post for someone who will enjoy working as part of a team.

Please apply to the Principal, enclosing a Curriculum Vitae and telephone number. (02111) 205624

KENT

ROSE HILL SCHOOL
Culverden Down, Tunbridge Wells
Required for September or January 1985 due to increase in numbers a CLASS TEACHER for 7 year olds.
Applicants for part-time work also welcome.
Rose Hill School is a happy environment.
Both posts require graduates for September 1984

COLLEGES OF F.E. continued

AVON

WESTON-SUPER-MARE TECHNICAL COLLEGE
Knightstone Road, Weston-super-Mare, Avon BS23 2AL
DEPARTMENT OF CATERING AND HOTEL MANAGEMENT
Available from 1st September 1984:
Lecturer I in Food and Beverage Service.
Full details and application form from the Principal. Tel: 0934-21361.
Closing date: 24th May 1984. (1451) 220026

BEDFORD

LONDON COLLEGE OF DANCE AND DRAMA
A temporary one-year full-time post
LECTURER II in DANCE
Applicants should be able to teach Dance Composition, Dance Notation (Laban) & Teaching Studies. Previous experience with students is required.
Two part-time lecturers would be considered.
Applications in writing by May 21st 1984 to:
The Principal, London College of Dance and Drama, 16 Linden Road, Bedford MK40 2DAA.(A.A. Tel: Bedford (0234) 213331. (01494) 220026

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
School of Business and Management Studies
Applications are invited for the following post as from September 1984:
LECTURER I IN BUSINESS STUDIES
To teach Economics and related subjects such as marketing on BTEC HND and ND and secretarial courses.
Further details and application forms are available from the Director, Bedford College of Higher Education, Polhill Avenue, Bedford MK42 9AH (0234) 48151.
Bedfordshire is an Equal Opportunities Employer. 220026

BEDFORDSHIRE

LONDON COLLEGE OF DANCE AND DRAMA
LECTURER I IN DANCE
F.T. or .8 post
Applicants should be experienced in and able to offer Dance Composition, Teaching Studies and Supervision of Teaching Practice in Dance.
Applications in writing by 31st May 1984 to:
The Principal, London College of Dance and Drama, 16 Linden Road, Bedford MK40 2DA. Tel: Bedford (0234) 213331. (01495) 220026

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPARTMENT
HALL GREEN TECHNICAL COLLEGE
Cole Bank Road, Birmingham B28 8ES
ACADEMIC STAFF APPOINTMENTS
1. COLLEGE CO-ORDINATOR FOR LEARNING RESOURCES (2) SENIOR LECTURER GRADE. (Salary - £10,683 - £13,425).
Responsible to the Vice-Principal for the overall planning of the College Learning Resources Unit which consists of the Library, Audio Visual Aids and Reprographic Centres. Graduate (or equivalent) and technical training qualifications together with previous experience within the field of Further Education essential.
Previous interest in the development of distance learning projects and/or computer facilities considered an advantage.
2. LECTURER II (Salary - £7,815 - £11,568).
Responsible for supervising in the Department of Building with particular interest in: (i) Surveying and Levelling (ii) Quantity Surveying. Additional responsibility for access courses into technological studies.
3. LECTURER II (Salary £7,815 - £11,568).
Responsible for Construction Technology in the Department of Building with additional responsibility for continuing education for construction personnel.
All posts effective from 1 September, 1984.
Further details and application forms from the College Principal, Hall Green Technical College, Cole Bank Road, Birmingham B28 8ES.
Tel: 021-778 9311.
Closing date for the return of applications: MONDAY, 21 MAY 1984. (19248) 220026

BIRMINGHAM
CITY OF BIRMINGHAM
GARRETTS GREEN COLLEGE
Garretts Green Lane, Birmingham B33 0TB
Applications are invited for the following post which will become vacant from 1 September 1984:
LECTURER GRADE IN HAIRDRESSING
To teach on full and part-time courses for BTEC/SCOTEC/SCOTVEC and British Airways qualifications.
Salary: £5,649 - £9,735.
Full particulars from the Principal, to whom completed application forms should be returned not later than 10 days after the appearance of this advertisement. Tel: 021-747 4471. (19246) 220026

BIRMINGHAM
EDUCATION DEPARTMENT
MATTHEW BOULTON TECHNICAL COLLEGE
Sherlock Street, Birmingham B5 7DB
Applications are invited for the following posts which will become vacant from 1st September 1984:
(i) LECTURER II to teach ELECTRONICS and MICROPROCESSORS to Students following BTEC National and Higher National Certificate Programmes. Applicants must be adequately qualified and possess experience in micro-processor applications.
(ii) LECTURER I to teach PHYSICS.
(iii) LECTURER I to teach MATHEMATICS.
Both of these posts will be primarily concerned with GCE 'A' Level and BTEC courses.
(v) Temporary LECTURER I (Maternity Substitute) to teach HISTORY, mainly to GCE 'A' Level, for two terms until April 1985.
Salary: Lecturer II £7,815 to £11,568.
Lecturer I £5,649 to £9,735. (Subject to review).
Further details from the Principal to whom application forms should be returned by 21st May 1984. (021-440 2668) (19247) 220026

CAMBRIDGESHIRE
ISLE OF ELY COLLEGE
LECTURER I IN 3D DESIGN
The post is to teach all aspects of 3D Design on a Casual, National Diploma and other related courses.
Applicants should be qualified teachers with graduate teaching or industrial experience in 3D Design including ceramics.
The vacancy is from September 1984.
Previous applications will be taken forward.
Further information and application forms from: The Vice Principal, Isle of Ely College, Ramnoth Road, Wisbech, Cambs. (returnable within 10 days of appearance of this advertisement. SAE required). (19255) 220026

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire WA8 7QQ
STAFF & STUDENT SERVICES
LECTURER - BASIC EDUCATION
Required from 1st September, 1984 to assist with teaching of Adult Literacy and Basic Skills.
Closing date 23rd May 1984.
Application forms and further particulars available from the Principal (S.A.E.). (19204) 220026

DERBYSHIRE
EDUCATION COMMITTEE
HIGH PEAK COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER I - Secretarial Studies
Applications are invited for the above post to take effect from September, 1984. Candidates should be able to offer one or more of the following secretarial skills plus be able to demonstrate an interest in office applications of Information Technology.
Application form and further details (S.A.E. please) from the Principal, Buxton, Derbyshire SK17 6RY. Closing date 24th May, 1984.
Derbyshire is an equal opportunity employer. (19334) 220026

Education Committee
THANET TECHNICAL COLLEGE
Department of Business and General Studies
SENIOR LECTURER/DEPUTY HEAD OF DEPARTMENT (GENERAL STUDIES)
Applications are invited from suitably qualified candidates for the above post with effect from September 1984. Duties involve acting as Deputy Head of the General Studies section of the Department and applicants should have substantial previous experience of teaching and organising GCE 'O' and 'A' level courses.
Salary £10,683–£12,552.
Application forms and further particulars relating to the post are available from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent. (Thanet 65111). Closing date: 18th May, 1984
(4344)
KENT COUNTY COUNCIL

Metropolitan Borough of Wigan
LEIGH COLLEGE
Head of Department of ENGINEERING AND BUILDING
Grade 4
Applications are invited from those with suitable qualifications and appropriate experience for the above post which becomes available on 1st September 1984, in this well established Tertiery College, on the promotion of the present holder.
Salary £14,148–£15,849 (under review).
Application forms and further details may be obtained by writing to the Principal, enclosing a stamped addressed envelope.
Completed forms should be returned by 25th May 1984.
Ref: A19.

STANNINGTON COLLEGE SHEFFIELD
HEAD OF DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
Grade IV
Applicants should be appropriately qualified and have had teaching, industrial and organisational experience.
Stannington is one of Sheffield's Five Colleges of Further Education. The post presents challenges with the certainty of the stimulus of change in that the Authority has decided in principle to establish a tertiary system of post-16 education.
APPLICATION FORMS AND FURTHER PARTICULARS ARE OBTAINABLE FROM THE CHIEF ADMINISTRATIVE OFFICER (Ref JB), STANNINGTON COLLEGE, MYERS GROVE LANE, SHEFFIELD S6 5JL, TEL: 0742 341681. (Please enclose a stamped addressed envelope.) Closing date 25 May 1984.
Sheffield City Council is an Equal Opportunities Employer.

COLLEGES OF F.E. continued

DEVON
COUNTY COUNCIL
NORTH DEVON COLLEGE
Principal: D. Trueman, B.Sc.
Applications are invited as soon as possible from suitably qualified and experienced persons to teach the following posts to date from 1st September 1984.
1. LECTURER IN WORKSHOP PRACTICE (DEPARTMENT OF ENGINEERING)
To teach workshop practice and associated technology in the Construction and Engineering Training Courses and Craft Studies courses (Department of Engineering).
2. LECTURER I IN WELDING AND FABRICATION (DEPARTMENT OF ENGINEERING)
To teach welding and fabrication practice and technology in the Shipbuilding Integrated Course and Craft Studies courses.
Applicants should have appropriate technical and educational qualifications together with industrial experience. Salaries are in accordance with the Burnham F.E. Report.
Further information and application forms are available from the Principal's Secretary, North Devon College, Barnstaple, Devon EX31 2BQ. (4341) 220026

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably qualified individuals to fill the following posts in the academic staff available from 1 September 1984, from 1
DEPARTMENT OF ENGINEERING & TECHNOLOGY
Lecturer Grade 2 in Engineering Technology.
Lecturer Grade 2 in Electronic Servicing.
Lecturer Grade 2 in Mathematics & Electronics.
Candidates should possess a degree and/or professional qualifications in the specialist field and demonstrate experience in the applications of computers to engineering systems.
DEPARTMENT OF ACADEMIC STUDIES
Lecturer Grade 1 in Geography
To teach Geography at 'O' and 'A' level, mainly to students in the 16-19 age range. Ability to offer a second teaching subject will be an advantage.
DEPARTMENT OF SCIENCE, MATHS & COMPUTING
Lecturer Grade 2 in Computer Applications.
Applicants should be well qualified, preferably with degree in an appropriate subject. Preference will be given to candidates with experience of teaching to 'A' level or equivalent. Experience as a programmer in industry or commerce would be an advantage. (previous applicants will be reconsidered).
SALARY SCALES L1 (£7,815 to £9,135). L2 (£7,815 to £11,568).
Further details and application forms available from Principal's Secretary, North Road, Parkstone, Poole (tel: 0202 747601). Completed forms to be returned within 3 weeks of the date of this advertisement. (19264) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
PRINCIPAL: Richard Exelby, M.A.(Hist.Ph.), F.R.S.A.
Applications are invited for the following posts tenable from 1st SEPTEMBER:
DEPARTMENT OF CATERING, HEALTH AND FASHION
LECTURER GRADE I IN FASHION AND RELATED SUBJECTS
Applications are invited from suitably qualified persons to teach classes in Fashion, Textiles, Pattern Construction, Industrial Sewing and Soft Furnishing.
LECTURER GRADE I IN HOME ECONOMICS AND COMMUNITY CARE
Applications are invited from suitably qualified persons to teach Home Economics and Child Care subjects particularly for 'A' level Communication Courses.
SALARY SCALE: £5,649 - £9,735
Application forms and further particulars available from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB. RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED WITH APPLICATION PLEASE. CLOSING DATE 9th MAY, 1984. (19278) 220026

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal: W.A.G. Easton, M.A.(Oxon.), M.I.Mech.E., F.R.S.A.
The following LECTURER GRADE posts are available for 1 September 1984:-
Ref E Lecturer Grade II/ Tutor Librarian to teach Library and Information Studies and contribute to the provision of Information Technology in the Department of General Studies. Candidates should possess programme provision for Business Studies in the College. Candidates should have a degree, Chartered Librarian status with teacher training and experience.
Ref F To teach MOTOR VEHICLE SUBJECTS. Applicants should possess the appropriate Society and Guilds of London Institute qualifications and have practical experience in the industry.
The successful applicants for two appointments are for the academic year 1984/85 only, to replace members of staff on leave of absence.
Ref G6 to teach CHEMISTRY up to 'A' level.
Ref G19 To teach GEOGRAPHY up to 'A' level.
Applicants for these temporary posts should be qualified staff, preferably graduates or graduates with teacher training qualifications.
Salary Scale (including London Allowance):-
Lecturer Grade I £6,894 - £10,380 (under review) the initial placing on this scale depending on qualifications and experience.
Application forms and further details (s.a.e. marked with job reference) obtainable from the Principal, Southgate Technical College, High Street, Southgate, London N14 6BS and should be returned within 14 days of the appearance of this advertisement. (19344) 220026

EXETER
EXETER COLLEGE
Hele Road, Exeter EX4 4JS
DEPARTMENT OF SCIENCE
Applications are invited for the above named post to commence September 1984.
Teaching and/or industrial experience desirable. It is anticipated that the successful candidate will teach mainly O and A level Physics.
SALARY L1 £9,649 - £9,735.
Further details and application form returnable within 2 weeks of the date of this advertisement from the Principal (enclose SAE please). (01428) 220026

HAMPSHIRE
CRICKLADE COLLEGE
Andover
DEPARTMENT OF GENERAL STUDIES
Lecturer II in Theatre Studies required as from January 1985 (or September 1984 if possible).
Description: Responsibility for teaching theatre studies to A level and beyond, of productions to the high standard of productions in drama and theatre studies.
The person appointed will also be in charge of General Studies Courses.
LECTURER GRADE I IN FASHION AND RELATED SUBJECTS
Applications are invited from suitably qualified persons to teach classes in Cutting, Textiles, Pattern Construction, Industrial Sewing and Soft Furnishing.
LECTURER GRADE I IN HOME ECONOMICS AND COMMUNITY CARE
Applications are invited from suitably qualified persons to teach Home Economics and Child Care subjects particularly for 'A' level Communication Courses.
SALARY SCALE: £5,649 - £9,735
Application forms and further particulars available from the Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB. RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED WITH APPLICATION PLEASE. CLOSING DATE 9th MAY, 1984. (19278) 220026

HAMPSHIRE
THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Required for September 1984
LECTURER GRADE I in HISTORY
'A' level History for mature students, full-time courses. An ability to teach Politics to GCE 'O' level would be an advantage.
Also LECTURER GRADE I in ENGLISH
To teach GCE 'O' and 'A' level English Language and Literature for full-time and part-time courses. Applicants should be able to teach English/communications for a range of service courses including REC and Secretarial.
Applicants should be trained graduates and experienced in Further Education. Experience in Tertiary Education would be an advantage.
Salary £5,649 to £9,735 (Scale 1).
For further details and application form, please send a stamped A4 envelope to the Vice Principal, The South Downs College of F.E., College Road, Havant, Hants. PO9 1RA. Tel: Waterlooville 57011. Closing date for receipt of completed applications: Wednesday 23 May 1984. (19282) 220026

Strathclyde Department of Education
Further Education
Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

SENIOR LECTURERS/LECTURERS
AYR COLLEGE, Dam Park, Ayr.
ACCOUNTING AND BUSINESS ADMINISTRATION. Sen. Lect. II. Degree or equivalent qualification together with a recognised teaching qualification. Previous experience is a prerequisite. Candidates will be required to lecture in computing subjects to students on specialist BIND & HND computer courses.
CLYDEBANK COLLEGE, Kilbowie Road, Clydebank G81 2AA.
HOTEL ADMINISTRATION. Lect. 'A'. Honours degree in Computer Science or equivalent. Successful candidate will be required to lecture in computing subjects to students on specialist BIND & HND computer courses.
CLYDEBANK COLLEGE, Kilbowie Road, Clydebank G81 2AA.
HOTEL ADMINISTRATION. Lect. 'A' Honours degree in Computer Science or equivalent. Successful candidate will be required to lecture in computing subjects to students on specialist BIND & HND computer courses.
HAIRDRESSING OR BEAUTY OR RELATED SUBJECTS. Sen. Lect. II. Teaching supervisor to lecture in Hairdressing or Beauty Therapy, together with an appropriate qualification.
COMPUTING. Lect. 'A'. Degree or Higher Diploma in Computer Science or Data Processing.
Technician Engineer (Electronics).
SPECIAL EDUCATIONAL NEEDS. Lect. 'B'. Diploma in Special Education.
GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 Tobago Street, Glasgow G3 8XB.
ELECTRICAL AND ELECTRONIC ENGINEERING. Lect. 'A'. Appropriate City and Guilds, TTC, IHIC, HND or Degree.
STOW COLLEGE, 43 Shamrock Street, Glasgow G4 9LD.
ELECTRICAL AND ELECTRONIC ENGINEERING. Sen. Lect. 'A'. Degree of a British University or other approved qualification. Chartered Engineer membership preferable. Substantial experience in teaching electrical and electronic engineering to technicians at SCOTEC Higher National level. Substantial experience in further education is desirable.
MECHANICAL/PRODUCTION ENGINEERING. Sen. Lect. II. Degree of a British University or equivalent qualification in mechanical or production engineering or an appropriate alternative qualification. Substantial experience in teaching mechanical/production engineering to technicians at SCOTEC Certificate and/or Higher Certificate level.

Salary Scales	
Senior Lecturer 'A'	£13,236–£13,572 (Bar) £15,411
Senior Lecturer II	£10,416–£12,528
Lecturer 'A'	£8,313–£12,258 (Bar) £12,135
Lecturer 'B'	£7,644–£10,413

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the college concerned to whom completed applications should be returned not later than 25th May, 1984.
EDWARD MILLER, Director of Education.
(4438)

HARINGEY
LONDON BOROUGH OF HARINGEY
Progress with Humanity
TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Tel: 01-801 1815
Principal: R. Perry
Williams, M.Sc., Ph.D., F.R.E.S., F.I.Biol.
The following full-time posts are available from 1st September 1984:
DEPARTMENT OF BUSINESS AND ADMINISTRATIVE STUDIES
LECTURER GRADE II in SECRETARIAL SUBJECTS with responsibility for supervising the Secretarial Studies Programme.
DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY
LECTURER GRADE II in HAIRDRESSING to co-ordinate full-time courses and to teach practical hairdressing to students studying for the C.G.L.I. 730 examinations.
LECTURER GRADE II in BEAUTY THERAPY to act as Course Tutor for those students studying for the C.G.L.I. 761 examinations and to teach on some of the practical areas of the course.
LECTURER GRADE I in FLORISTRY to teach floristry to a variety of students, the majority of which will be entered for the C.G.L.I. Floristry examinations.
DEPARTMENT OF ENVIRONMENTAL AND APPLIED SCIENCES
LECTURER GRADE I in HISTORY/ECONOMICS to teach mainly 'A' level HISTORY specialising in HISTORY of Ideas, who are capable of assisting with Economics.
Salary: LECTURER GRADE II: £8,313–£13,572 per annum inclusive or London Weighting.
LECTURER GRADE I: within the range of £5,649 £10,782 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience).
10% of approved removal expenses may be paid to the successful candidates.
Application forms and further details from the Vice Principal, The Tottenham College of Technology, High Road, London N15 4RU (enclose stamped addressed envelope or foolscap envelope returnable within 14 days of receipt of application form).
Haringey is an equal opportunity employer. (19160) 220026

JORDANHILL COLLEGE OF EDUCATION
The Governors of this College invite applications for the following posts:–
Lecturer in the Department of Primary Education
3 VACANCIES
Members of this department are involved in a wide range of preservice and inservice courses in the College, including preservice undergraduate and postgraduate courses, a number of award bearing inservice courses within the field of primary education and school focused inservice work with teachers in primary schools. Responsibilities include school experience supervision, lecturing, course planning and contributions to research and curriculum development projects.
Candidates should have considerable experience of curriculum development in nursery or primary schools and must have a minimum of five years' teaching experience, including teaching experience in a school within the last twelve months. Two of the posts would be particularly concerned with courses relating to nursery or early primary stages and for these posts experience with community involvement projects would be an advantage.
Lecturers in the School of Further Education
2 VACANCIES
The School of Further Education is the National Centre for the training of Further Education Lecturers in Scotland. Applicants for these posts should possess an Honours degree or equivalent qualification in an appropriate subject and be registered or in a position to register with the G.T.C.
(a) Lecturer in Business Studies (Office Arts)
The successful applicant will be expected to have had considerable further education teaching experience in office arts and will be required to participate in the School's courses in educational methods for further education lecturers who specialise in business studies (office arts).
(b) Lecturer in Technology (Electronics)
The successful applicant will be expected to have had considerable further education teaching experience in electronic aspects of technology and will be required to participate in the School's courses in educational methods for further education lecturers who specialise in technology.
Lecturer in Computer Education
1 VACANCY
The Computer Education Department provides both preservice and inservice courses, including a course leading to the award of a Teaching Qualification (Secondary Education) in Computing and a CNAA validated diploma course (jointly with Paisley College of Technology). It also operates a computing service for the college and schools in the West of Scotland. Candidates should have recent experience of teaching in a secondary school.
The above appointments will be from 1st September 1984, or such other date as may be mutually agreed.
The salaries for the posts will be determined in relation to the successful applicants' salaries at the time of appointment and will be on the scale £8,313 to £13,125 with 13 points, and increments of £330 approximately. [This scale is presently under review.]
Further particulars and forms of application may be obtained from The Principal, Jordanhill College of Education, Southbrae Drive, Glasgow G13 1PP. Completed forms should be returned not later than Monday 21st May 1984.
(4432)

City of Manchester Education Committee
Vice Principal
— North Manchester College
Group 8
Max £20,514 p.a.
Required for September, 1984 to work with the Principal in supporting and co-ordinating a wide range of further education/tertiary/community provision. Candidates should have good experience at a senior level in the educational service and an appreciation of, and enthusiasm for, directions in which F.E. is developing. (4561)
Application forms and details from the Chief Administrative Officer, North Manchester College, Abraham Moss Centre, Crescent Road, Manchester M8 8UF. Tel: 061-740 1491
Closing date 28 May 1984.
AN EQUAL OPPORTUNITY EMPLOYER

North Nottinghamshire College of Further Education
Vice-Principal
Group V
Applications are invited for the post of Vice-Principal at the above College, tenable from 1st January, 1985.
Candidates should possess appropriate academic qualifications and wide experience in industry, teaching and administration in Further Education at a senior level.
Further details and 'application forms may be obtained from the Director of Education (Ref. F12/1), Further Education Group, County Hall, West Bridgford, Nottingham NG2 7QP, (Tel: 0602-823823, Ext. 3422, 3988). The closing date for applications to be returned to the Director of Education is 30th May, 1984.
An Equal Opportunity Employer
(4518)
Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

Hertfordshire County Council
WATFORD COLLEGE
Hempstead Road, Watford WD1 3EZ.
Tel: Watford 41211.
VICE-PRINCIPAL
Applications are invited for the post of Vice-Principal with special responsibility for Resources (finance, equipment, buildings, services) vacant from September 1984. The College (Group 7) is based on six sites and covers a wide range of provision from link courses to degree work.
Applications by letter accompanied by curriculum vitae should be made by 21st May, 1984, to The Principal, from whom further details of the post are available. (4290)

Bedfordshire Education Service
BARNFIELD COLLEGE (Luton)
New Bedford Road, Luton
Telephone: 0582 507531
Applications are invited for the following posts, from persons with industrial/commercial experience and relevant experience in responsible posts in F/HE:
HEAD OF SCHOOL of Hotel, Catering & Community Studies
(Grade IV)
HEAD OF SCHOOL of Hairdressing, Beauty & Science
(Grade III)
It is intended to fill both posts for September 1984.
Application forms and further details may be obtained from the Chief Administrative Officer at the College, returnable by 23 May 1984.
Bedfordshire County Council is an Equal Opportunities Employer
(4526)
Barnfield College (Luton)

ST ANDREW'S COLLEGE OF EDUCATION
Bearsden, Glasgow
"NEW BLOOD APPOINTMENTS"
The Governors invite applications from appropriately qualified and experienced teachers for the following posts:
(a) **LECTURER IN SPECIAL EDUCATIONAL NEEDS**
(b) **LECTURER IN ENGLISH**
Primary Education
(c) **LECTURER IN MICRO COMPUTING**
Information Technology
For post (a) applicants should be experienced in special education and learning difficulties associated with severe mental handicap.
For post (b) applicants should have a degree in English or an appropriate equivalent. The successful applicant will be involved in the teaching and development of all courses relating to primary education with particular reference to the language curriculum in the primary school. It is expected that applicants will have recent practical experience of primary teaching and will be familiar with contemporary curriculum development, especially in the area of the language skills particularly reading and writing.
For post (c) applicants should have a degree or level qualification in computing for Information Technology. Experience of business applications and data-base management systems would be desirable.
The appointments will take effect from 1st September 1984 (or to be negotiated).
The salary scale attached to these posts is £9,313–£13,125 (under review).
Application forms and further information may be obtained from the Principal's Secretary, Tel: 041-943 1424, to whom completed application forms should be returned by 25th May 1984.
(4553)

Gwent County Council
Required for 1st September 1984.
Ebbw Vale College of Further Education
(a) LECTURER I IN COMPUTER SCIENCE
The successful applicant will be expected to teach to 'O' and 'A' level, BEC/TEC Computer Studies and various City and Guilds Computer Courses. Applicants should possess a good degree or its equivalent in Computing. Some industrial experience is considered desirable for the post and teaching experience advantageous.
(b) LECTURER 2 IN MANAGEMENT SUBJECTS
The successful applicant will take charge of a small team of Lecturers teaching Supervisory and Industrial Management Courses.
Appropriate qualifications and industrial experience are essential. Teaching experience/qualifications are desirable.
Pontypool College:
LECTURER I IN ELECTRICAL INSTALLATION
To teach CITB Standard Scheme, City and Guilds Craft Certificate and School Link Courses. Applicants must have appropriate industrial experience and possess a City and Guilds full Technical Certificate or equivalent qualification.
Preference will be given to applicants who have had previous teaching experience.
Application forms and further information, where available, obtainable from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of a stamped addressed envelope and should be returned to the Principal by the 25th May, 1984.
(4496)

COLWYN BAY
LLANDRILLO TECHNICAL COLLEGE
Required for September, 1984.
LECTURER GRADE II IN MOTOR VEHICLE STUDIES
Salary: £7,215–£11,568 per annum (under review).
Closing date: 21st May, 1984.
Application form and further particulars from Senior Administrative Officer, Llandrillo Technical College, Llandudno Road, Rhos-on-Sea, Colwyn Bay, Clwyd. Tel: (0492) 46666.
(4500)
CLWYD COUNTY COUNCIL

COLLEGES OF F.E.
continued

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road,
Huddersfield
Required to commence September 1984.
1. LECTURER GRADE I to teach GOVERNMENT & POLITICS/O & A Level, to various courses. (Ref: HTC 459)
2. LECTURER GRADE I - COMPUTING AND MICRO-ELECTRONICS (Ref: HTC 443). The person appointed will be concerned with teaching and development of a range of courses in the field of Computer Technology and Micro-Electronics - Principles and Applications.
Salary (Burnham Scale): Lecturer I £5,649 - £9,735 p.a. (Subject to review from 1.4.84) Increments may be given within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms & further particulars may be obtained from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement. Please quote appropriate Ref. No. (01473) 2200026

HEREFORD

ROYAL COLLEGE FOR THE BLIND
(FURTHER EDUCATION FOR THE BLIND AND PARTIALLY SIGHTED)
PROGRAMMER
(SALARY AT AN APPROPRIATE POINT ON THE P.S.A. RESEARCH GRADES A & B SCALES: £7,503 - £8,717)
This is initially a one year appointment, jointly funded by the college and the Department of Trade and Industry.
A programmer is required capable of procuring, evaluating and adapting software for the BBC Microcomputer. The College is particularly interested in suitable software to overcome visual disabilities in the Business Studies Department and to assist in the teaching of those subjects in the Science Studies Department which present greater difficulties for the visually handicapped.
Knowledge of the visually handicapped, although useful, is not essential.
R.N.C. The National College of Further Education for the visually handicapped is at present mainly residential and has at present 40 students.
Please apply in writing to the Principal, Lance Martin, M.A., D.F.E.D., F.B.I.M., Royal National College for the Blind, College Road, Hereford HR1 1EB, from whom further particulars may be obtained. (Tel: (0432) 265725). (0711) 230026

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
THORNBURY DANBY COLLEGE
Roundhay Road, Sheepscar, Leeds LS7 1AT
Dr. B.J. Bailey (Principal)
The College is a Multi-Racial Education Unit requires as soon as possible a LECTURER to develop and co-ordinate a new SPECIAL ACCESS COURSE aimed at helping adults for courses in Higher Education.
Salary: £7,215 - £11,568.
Applications are asked to be returned within 14 days of the appearance of this advertisement) and further details may be obtained from the Senior Administrative Officer, Mr. Thomas Danby at the College, Rounday Road, Leeds LS7 1AT. Tel: (0532) 494913.
Leeds is an equal opportunities employer. 230026

LONDON

ST. GODRIC'S COLLEGE
London

URGENTLY REQUIRE FOR SEPTEMBER 1984 a full time TEACHER of Secretarial Subjects including Shorthand Now Era Shorthand, Typewriting, Office Practice and Business English.

ALSO an experienced SECRETARY to assist in the organisation and training of students in a model office.

Written applications please, to: Head of Training, St. Godric's College, 2 Arkwright Road, Hampstead, London NW3 6AD. (01044) 230026

MANCHESTER

CITY OF MANCHESTER
EDUCATION COMMITTEE
CONTINUING EDUCATION
LEARNING APPROACHES TO THE ORDINARY PUBLIC
Required at the St. John's Centre for Part-time Manchester College.
LECTURER GRADE I
Lower Hardman Street, Manchester M3 3FF. Tel: 061-831 7091.
Closing date: 25th May 1984. An Equal Opportunity Employer. (19869) 230026

LONDON

Inner London Education Authority
BRIXTON COLLEGE
56 Brixton Hill, SW2 1QS
DEPT. OF
TELECOMMUNICATIONS & ELECTRICAL
ENGINEERING
LECTURER GRADE I ELECTRICAL INSTALLATION
A vacancy exists for lecturer to teach electrical installation work to craft level students including on City & Guilds course no. 236 Parts I and II and Course Part I.
Applicants must have had relevant industrial experience and be suitably qualified. Preference will be given to those who would be an advantage but is not essential, training will be provided if the successful applicant is not teacher trained.
SALARY on an incremental scale within the range £5,649 - £9,735 plus £987 Inner London Weighting Allowance, depending on qualifications, training and experience.
Application form and job description on request from the Applications Secretary at the above address. Please quote reference 779 and enclose a stamped addressed envelope.
Closing date for receipt of applications - 25th May 1984.
(19958) IN EQUAL OPPORTUNITIES EMPLOYER. 220026

MANCHESTER

CITY OF MANCHESTER
EDUCATION COMMITTEE
LECTURER I IN COMPUTER GOVERNMENT/POLITICS
Temporary for one year.
Required at the St. John's Centre of Cheetham Tertiary College.
Required in September 1984 a suitably qualified and experienced lecturer in Computer Government & Politics and Public Administration across a range of GCE & BTEC courses. The post arises from the encouragement for study purposes of a full-time member of the Faculty of General Education and will terminate in August 1985.
Application forms and details from the Principal, Central Manchester College, Lower Hardman Street, Manchester M3 3FF. Tel: 061-831 7091.
Closing date: 25th May 1984. An Equal Opportunity Employer. (19869) 220026

NORFOLK

COLLEGE OF ARTS & TECHNOLOGY
Tennyson Avenue, King's Lynn

Required 1st September 1984.

Senior Lecturer in Building Crafts/Construction.

To teach building crafts and construction subjects and to assist with course development and general administration within the Construction Department. Knowledge of computer applications within the construction industry would be an advantage.

Salary Scale: £10,683 - £13,833 (Current Burnham Scale under review).

Grade I Lecturer in Electronics.

Required to teach a range of courses. The ideal candidate will be fully conversant with modern industrial electronic practice and will be of graduate status, or equivalent. Knowledge of testing and maintenance procedures and/or microprocessor systems experience would be an advantage.

Salary Scale: £8,649 - £9,735 (Current Burnham Scale subject to review).

Application forms for both posts available from Chief Administrative Officer at the College on receipt of request with stamp.

Closing date for applications for both posts: 21st May 1984. (01485) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following vacancies which are to be filled from a date effect from 1st September, 1984.

SENIOR LECTURER, FOOD STUDIES

Duties include general departmental administration in addition to teaching. Head responsibilities for a Food Studies Course leading to successful candidate will have relevant qualifications in Catering/Hotel Management and experience within further education.

For further details please see below next two vacancies.

LECTURER GRADE I COMPUTING

To teach Computing to GCE O Level and FEC Diploma/Certificate standard. Applicants should be qualified with teaching and/or industrial experience.

For further details please see below next vacancy.

LECTURER GRADE I GEOGRAPHY

A suitably qualified and experienced teacher is required to teach GCE A Level including GCE Advanced Level.

Lecturer Lecturer Salary: £10,683 - £13,532.

Lecturer Grade I Salary: £5,649 - £9,735.

Few awards pending. Entry point on the incremental scale according to qualifications and experience.

Application forms and further details for the above four posts are available from and returnable to the Principal, Carlton Road, Worksop, Notts. S80 1HP. Tel: Worksop 473561, by 25th May, 1984.

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER
GRADE I £5,649 - £9,735

(Pay award pending)

COMPUTING AND DATA PROCESSING

Required from 1st September, 1984, in the Department of Business Studies and Management. Candidates should be able to teach Computer Studies and Data Processing to O/SCE General, National and Higher National levels and the ability to teach other Business Studies subjects would be an advantage. Applicants should have appropriate academic and/or professional qualifications plus experience in business or industry.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from and returnable to the Principal, Derby Road, Mansfield, Notts. NG18 5BR. (Tel: Mansfield 21121, by 25th May, 1984. (19631) 220026

OXFORD

PRIVATE SIXTH FORM COLLEGE
LECTURER GRADE 1
(See main ad. under Sixth Form Colleges). (19181) 220026

NORTHAMPTONSHIRE

NORTHAMPTON COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts which are available from September, 1984.
1. Lecturer I in Business Studies (two posts) to teach on BTEC Courses and to develop new courses and the Y.T.S. programme.
Applicants must offer more than one subject; ability to teach word processing or information processing or computer applications would be particularly welcome.
2. Lecturer I in Secretarial Studies to teach on secretarial courses and contribute to the Y.T.S. programme.
Applicants should be able to teach typewriting and shorthand and be willing to offer some additional skills in office practice.
3. Lecturer I in Bakery Subjects.
4. Lecturer I in Hairdressing.
ONE-YEAR APPOINTMENTS.
5. Lecturer I in Science to teach on C.G.E. based courses and contribute to the N.N.E.B. course.
Applicants must be able to teach Human Biology to A level and Biology to O level, and preferably Science to C.S.E.
6. Lecturer I in Food Service.
7. Lecturer I in Hairdressing.
Further details and application forms from the Personnel Section, Northampton College of Further Education, Booth Lane South, Northampton NN3 3RF. Tel: (0604) 433222. (19136) 220026

PLYMOUTH

COLLEGE OF FURTHER EDUCATION
Plymouth
TEACHING DEPARTMENT OF BUSINESS STUDIES
LECTURER I OR SENIOR
To teach practical elements in Computer Studies and Word Processing, in a department with a significant amount of advanced work.
Equipment available includes Apple 2Es, North Star Horizons, Atlas Word processors, RS Micros.
Practical experience is essential although not necessarily on the above equipment.
SALARY: LI up to £9,735. LII up to £10,683. Current view from April 1st 1984.
Application forms and further particulars from Registrar, Plymouth Polytechnic, Tavistock Place, Plymouth PL4 8AA. Closing date May 24th, 1984. (19925) 220026

LONDON
PITMAN CENTRAL COLLEGE

WANTED AS SOON AS POSSIBLE for the SCHOOL OF BUSINESS AND SECRETARIAL EDUCATION – a teacher of OFFICE SKILLS (including shorthand) who is also able to teach Commerce/Background to Business and Secretarial Practice. The school courses, which range from pre 'O' level to postgraduate, also offer excellent opportunities for teacher involvement in classroom office technology, and in training in word-processing in the well equipped Office Technology Centre.

Please telephone 01-837 4481 for an application form or write to:

Margo Collingbourn Beevers, *Principal*
School of Business & Secretarial Education
Pitman Centre College
Southampton Row
London WC1B 5BX

(Pitman) (4482)

PORTSMOUTH

HIGHBURY COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL ENGINEERING
LECTURER II GRADE II
MICROELECTRONICS
Applications are required from 1st September 1984, to develop and teach microelectronics courses and applications up to HNC level.
Salary Scale: LII £8,418 - £11,568. Bar £12,213.
Further information and application forms may be obtained from Mr. Hall, Tel: 10705 385131 Ext. 341, quoting reference number. Completed application forms should be returned within a fortnight of the appearance of this advertisement. (19417) 220026

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
COLEG HOWELL HARRIS
Brecon
Applications are invited for the following fixed term appointments in connection with the Youth Training Scheme from 1st September, 1984, to 31st August, 1985:
1. Lecturer I in Horticulture AND RELATED SUBJECTS. Applicants should be suitably qualified and have the ability to make a major contribution to the educations and training of Youth Training Scheme trainees.
2. Lecturer I in Construction and a range of short courses and evening classes. The successful applicant will, in addition to his/her normal duties be responsible for the organisation and management of the Welsh Bookcraft Association. Salary: Lecturer I range £5,649 - £9,735 p.a. The appointment will include a bar for one year's burst to £10,683 (Ref: 6/84).
Further particulars and application forms are available from the Principal, Coleg Howell Harris, Pen-lan, Brecon (Tel: 0874 4006) to whom stamped addressed envelope should be sent. Forms to be returned within 14 days of the appearance of this advertisement. (02472) 220026

SOLIHULL

SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, B91

Required as soon as possible LECTURER I in MANAGEMENT/BUSINESS STUDIES to teach Management/Supervisory Studies with one of the following: Accounting, Law or Personnel Management. Salary scale: £5,649 to £9,735.

Details and application forms from Principal on receipt of s.a.e. (01203) 220026

COLLEGES OF F.E.
continued

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SOUTHPORT COLLEGE OF ART AND TECHNOLOGY

HALF-TIME LECTURER
SECRETARIAL STUDIES
Required 1st September.

a Lecturer I on half-time commitment - under Job Sharing Scheme - to share responsibilities for secretarial/office practice Section of Business Studies Department.

Candidate should possess the relevant skills; ability to teach to RSA Diploma and Higher Level standard; be preferably teacher trained. Ability to teach Office Practice and Word Processing an advantage.

Application forms and further details from the Principal, Southport College of Art and Technology, Mornington Road, Southport, Merseyside PR9 0TT. (Please SAE). CLOSING DATE FOR THE RECEIPT OF APPLICATION FORMS: 10 days after appearance of advertisement. (01398) 220026

STAFFORDSHIRE

EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER II IN COMPUTER SCIENCE/DATA PROCESSING
£5,649 to £9,735 per annum
This post is subject to the conditions of the Burnham report relevant to Lecturers.
Further details are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.
Applications should be sent to note that it is the County Council's view that a period of induction is desirable for their employees and that it may be appropriate for an appropriate trade union. (01708) 230026

SURREY

EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following post to be filled from September 1984.
DEPARTMENT OF APPLIED SCIENCES
LECTURER II IN BIOLOGY
Applications are invited for graduates in Biology. Candidates should have graduate experience and/or relevant industrial experience and a recognised teaching qualification.
Salary Scale: Lecturer II £7,215 - £11,568 p.a. Bar £12,213 p.a. London Fringe Allowance £1,488 p.a. Fringe allowance in approved cases.
Please send a stamped addressed envelope for further particulars and application form to the Vice Principal. (19935) 230026

SURREY

EDUCATION COMMITTEE
BROOKLANDS COLLEGE
Heath Road, Weybridge, Surrey
DEPARTMENT OF
TECHNOLOGY
LECTURER II ELECTRONICS
To teach mainly to C & G and T.E.C. courses in Electronics, servicing and repair, A.V.I., audio/video equipment and appropriate qualifications and experience. Salary scale: Lecturer II £7,215 - £11,568 p.a. (under review) plus £258 p.a. London Weighting Allowance. Generous relocation expenses may be approved in approved cases. Further details and application form from the Principal, Brooklands College, Heath Road, Weybridge, Surrey KT13 8TT, to be returned within 14 days of the appearance of this advertisement. (19384) 230026

WEST GLAMORGAN

COUNTY COUNCIL
Re-advertisement in Tertiary Education
Gower College, Swansea (19358) 230026

WATFORD

WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF
COMPUTING
LECTURERS GRADE I IN Electrical, electronic and data young engineering students engaged in the electronic, computer and data processing industry. Applicants should have degrees in engineering or the electronics industry.
DEPARTMENT OF PRINTING & PACKAGING
Advertisement Technology
SENIOR LECTURER IN TYPOGRAPHY AND GRAPHIC DESIGN (Second under 'College' Arts and Crafts).
Assistance may be given to some household removal expenses.
Further details and application forms from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts WD1 3EZ. Tel: (0923) 41313 Ext. 561. (19688) 230026

Colleges and Departments of Art

DORSET

BOURNEMOUTH AND POOLE COLLEGE OF ART
Wallisdown Road, Poole, Dorset BH12 5HH
LECTURER I in GRAPHIC DESIGN (Temporary (one year) Lecturer I to cover maternity leave. Length to act as a year tutor and to teach on the Diploma in Spatial Design.
Part-time employment (2 days) from July 1984 to August 1985. Salary Burnham Scale - Lecturer Grade I £7,215 - £11,568 (under review).
Application forms returnable by 18 May 1984 from the Senior Administrative Officer. (19638) 240026

WATFORD

WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF ART & DESIGN
LECTURER II in Textile Printing (Second Appointment)
Applications are invited for the following post as from 1st September 1984:
LECTURER II IN TYPOGRAPHIC DESIGN to teach on a section of a course dealing with all aspects of design for typographic courses.
The Department, which has a forty-two, covers a wide range of courses from apprentice to degree level.
Salary in accordance with Burnham Scale for Lecturers: £10,683 - £13,833 p.a. or £13,448 p.a. plus £258 p.a. Fringe allowance.
Further details and application forms may be obtained from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts WD1 3EZ. Tel: (0923) 41313 Ext. 561. (19687) 240026

University Appointments

NOTTINGHAM

UNIVERSITY OF NOTTINGHAM
SCHOOL OF EDUCATION
RESEARCH ASSISTANT
RELIGIOUS EXPERIENCE AND RELIGIOUS EDUCATION

Applications are invited for the above post which involves working on a project to research and develop a curriculum programme of experimental learning in R.E. for both primary and secondary schools. The person appointed will be engaged in the production and testing in schools of materials designed to give pupils a personal understanding of the religious person's way of experiencing reality.

Applicants should have a good honours degree and at least five years' teaching experience, preferably in R.E.

Application forms and further particulars, returnable not later than 31st May 1984, may be obtained from the Staff Appointments Officer, University of Nottingham NG7 2RD. Ref. No. 844. (19854) 220026

LONDON

UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY
LECTURER IN EDUCATION (PRIMARY)

Applications are invited for the above post which is mainly concerned with the teaching of Primary PGCE students. Candidates should have substantial recent experience with children in primary schools, preferably with children, and possess a higher degree.

Duties involve active participation in schools with students and school staff, as part of an expanding school-based course, together with related academic work and professional studies. The appointee will also be expected to make a contribution to Master's degree teaching, and in special areas of developmental psychology, social psychology will be an advantage.

The post is for 3 years in the first instance. Salary scale £7,190 - £11,755 per annum (under review) plus £1,168 London Weighting.

Further particulars and application forms from Mrs. Griffin, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting ref TL/P/CDEP. Completed applications required by 28 May. (09275) 280000

Fellowships, Studentships and Research Awards

LONDON

CHELSEA COLLEGE
CENTRE FOR SCIENCE AND MATHEMATICS EDUCATION

Applications are invited from graduates holding at least an upper second class honours degree for an APPROVED STUDENTSHIP in the area of graded assessment to be appointed for a one full time research for a higher degree and will work in association with members of the team funded by ILEA and Examination Boards which is developing graded tests for use in external examinations at secondary level.

Applicants should write to Professor D. F. Black, Director, Centre for Science and Mathematics Education, Chelsea College, Bridges Place, London SW6 4HR by 31st May giving full details of qualifications and experience and the names and addresses of two referees. ILEA studentships comprise a fees maintenance grant plus allowances for superannuation and dependants' allowances. (09287) 300000

LECTURER II/SENIOR LECTURER IN COMPUTING MATHEMATICS
(3 POSTS)

Applications are invited from suitably qualified and experienced persons for the above posts, which are available from September 1984.
The persons appointed will be joining an expanding team of staff teaching on a range of advanced full-and part-time courses in computing and mathematics. In addition, an ability to teach the mathematics and computing content of the various Degree and Higher National Diploma courses serviced by the Department may be required.

Salary scales: Lecturer II £ 7,215–£11,568
Senior Lecturer £10,683–£13,443

Placing on the salary scales will be according to qualifications and experience and one appointment will initially be made for one year only with a possibility of renewal thereafter.

LECTURER II/SENIOR LECTURER IN ACCOUNTANCY

The person appointed would contribute to the teaching of accountancy and business finance on the Higher National Diploma and Management courses. Expertise in computer applications in business would be particularly useful.

LECTURER II/SENIOR LECTURER IN PERSONNEL INDUSTRIAL RELATIONS and LECTURER II/SENIOR LECTURER IN MANAGEMENT

These two appointments are for period of one year from September 1984 to June 1985 to replace staff on secondment. Those appointed will teach on a range of Business and Management courses within the Institute.

Application forms and further particulars may be obtained from: The Deputy Registrar, to whom completed applications should be returned by 22nd May 1984. (4524)

BOLTON INSTITUTE OF HIGHER EDUCATION
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

DEVELOPMENT OFFICER FOR PRIMARY RELIGIOUS EDUCATION

Applications are invited for appointment from 1st January 1985, if possible, for the post of Development Officer for Primary Religious Education on appointment by the Christian Education Council of Education (FE/CM/A6), FE Lecturer Scale, Georgian House, 116 Morrisons Drive, Lancaster LA1 3EX, from whom completed forms should be returned by 28th May 1984. (01489) 400026

DEVON

Please see displayed advertisement on Page 4 (19999348) 440000

Colleges of Higher Education

Other Appointments

BEDFORDSHIRE

LUTON COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF MATHEMATICS & COMPUTING
The following lecturers are required to commence duties in September 1984, students and programmes: 1000 students and 40 staff. B.A., B.Sc. and B.Ed. degrees and Diplomas and Higher degrees in Education.
Salary Scale: Lecturer I £7,215 - £11,568 Lecturer II £10,683 - £13,833 per annum (under review) plus £1,168 London Weighting.
Further details write to Mrs. Jo Johnson, Personal Assistant to Principal, Putteridge Bury, Hitchin Road, Luton LU2 8LE. Tel: (0582) 34351 Ext. 249. Closing Date 25th May 1984 (Ref: Maths C.) An equal opportunities employer. (19138) 340026

CANTERBURY

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury
Required for the beginning of the autumn term 1984 a LECTURER EDUCATION IN PRIMARY SCIENCE.
Applications are invited from experienced primary school teachers, with relevant qualification at higher level, for an appointment to the Field of Professional Education, and science in particular. The full candidate will be expected to contribute to the training of a team of tutors preparing students for the certificate in education, degree course to work in primary schools and to contribute to in-service courses.
The relevant job has approx. number 1000 students and offers B.A., B.Ed. and B.Sc. degrees, Diplomas and Higher degrees in Education.
Salary Scale: Lecturer II £7,215 - £11,568 Lecturer II £10,683 - £13,833 per annum (under review).
For further details write to Miss Jo Johnson, Personal Assistant to Principal, Putteridge Bury, Hitchin Road, Luton LU2 8LE enclosing a stamped addressed envelope. Closing date for applications 25th May. (00593) 340026

BARNET

LONDON BOROUGH OF BARNET
EDUCATION DEPARTMENT
HERBERT WILMOT YOUTH AND COMMUNITY CENTRE
LEADER

Applicants for this full time post should be appropriately experienced under the JNC Report with knowledge of, interest in and community/teaching experience.
Salary Scale JNC YL 3a £8,130 to £9,000 inclusive.

Application forms and further particulars from Director of Educational Services, Town Hall, Barnet EN5 2DL. Tel: 01-368 1288 Ext. 2. Closing Ref: ADM/E/190. Closing date 25th May 1984.

We welcome applications from registered disabled people. (0577141) 440000

CAMBRIDGESHIRE

CHERRY HINTON COMMUNITY JUNIOR SCHOOL
Cambridge
COMMUNITY DEVELOPMENT OFFICER
Director of Education required from experienced and suitable candidates for this important post in a new purpose built community school which offers (from September 1984) 630 places. £9,660.
The person appointed will be responsible to the Headteacher of the school for the development and promotion of community activities within the area and the day to day management of the use of the community facilities within the school.
The post calls for a man or woman with energy, drive and initiative.
Application forms and details from Headteacher, Cherry Hinton Community Junior School, Fulbourn Old Drift, Cherry Hinton, Cambridge. (B.A.E. please). (19599) 440000

Youth and Community Service

Other Appointments

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
CONTINUING EDUCATON
YOUTH AND COMMUNITY WORKER
CHAPELTOWN YOUTH CENTRE
Applications are invited from experienced persons, who have a good grounding in Youth and Community Work, will be responsible for the development of school, education and recreational programmes for young people, at Chapeltown Youth Centre, Spencer Place, Leeds.
Salary JNC Youth Workers Scale 3 - 9: £8,130 to £9,000. JNC Conditions of Service.
Leeds is an equal opportunities employer.
Further details and application forms from Headteacher, Chapeltown Secondary School, Fulbourn Old Drift, Cherry Hinton, Cambridge. (B.A.E. please). (19599) 440000

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

DEVELOPMENT OFFICER FOR PRIMARY RELIGIOUS EDUCATION

Applications are invited for appointment from 1st January 1985, if possible, for the post of Development Officer for Primary Religious Education on appointment by the Christian Education Council of Education (FE/CM/A6), FE Lecturer Scale, Georgian House, 116 Morrisons Drive, Lancaster LA1 3EX, from whom completed forms should be returned by 28th May 1984. (01489) 400026

CROYDON COLLEGE

FAIRFIELD, CROYDON CR9 1DX
Tel: 01-688 9271/6

Required for 1st September 1984, or as soon as possible thereafter.

STUDENT COUNSELLOR
(LECTURER GRADE I)

to work at the College's Centre for 16-19 year old students, being established at the site of the present Heath Clark High School.
The successful applicant will join an established team of Counsellors. Applicants must have a qualification in Counselling, and preferably teaching experience.
The salary for this post will be in accordance with the current Burnham Further Education Award and is at present:

LECTURER I — £8,294-£10,380 p.a. including the London Weighting Allowance,

Further details and application forms may be obtained from the Personnel Section, Croydon College, Fairfield, Croydon, CR9 1DX, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement. (4559)

Metropolitan Borough of
WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

WIRRAL METROPOLITAN COLLEGE
Department of Health, Fashion and Social Studies

LECTURER I
HEALTH EDUCATION

Required to teach the theory and practice of Health Education to students on NNEB and other Caring Courses.

Application forms from: Principal's Secretary, Wirral Metropolitan College, Carlett Park, Eastham, Wirral, Merseyside L62 0AY (stamped, addressed, foolscap envelope required). Closing date ten days from appearance of this advertisement. (4401)

Metropolitan Borough of Knowsley
Knowsley Central Tertiary College
(Re-advertisement)

CURRICULUM LEADER (SENIOR LECTURER GRADE)
of Business and Office Studies Section

Required to join the staff of this new College which opens on 1st September, 1984.

Qualifications and experience in modern business methods will be looked for together with an understanding of the application of new technologies to office practice. The person appointed will be one of the leaders in the development of a range of alternative student programme provisions in the business, computing and office areas.

Application forms and further particulars may be obtained by sending a s.a.e. to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom forms should be returned by 18th May, 1984. Previous applicants need not re-apply.

Applying for a job in Gwent?

The National Association of Teachers in Further and Higher Education is in dispute with Gwent County Council over conditions of service.

Anyone considering applying for a lecturing job in Gwent is asked to contact:

Jim Munery or Paula Lanning
NATFHE
Hamilton House
Mabledon Place
London WC1H 9Bh
Tel: 01-387 6806

Southampton THE UNIVERSITY

DEPARTMENT OF EDUCATION
jointly with
UNIVERSITY OF BATH SCHOOL OF EDUCATION

DES/DTI PROJECT: INDUSTRIAL AND COMMERCIAL PERSPECTIVES IN INITIAL TEACHER EDUCATION

Applications are invited for a three-year appointment from September, 1984 as a Research Officer with responsibility for the development, evaluation and dissemination of methods and materials.

The project, directed jointly by Mr R. G. Bloomer (Southampton) and Dr W. A. H. Scott (Bath), aims to develop teaching strategies and materials through which industrial and commercial topics may be incorporated into training programmes for secondary school teachers.

Salary will be within range 1A, £7,190 to £11,615 and it may be possible to negotiate secondment.

Further particulars may be obtained by telephoning Mrs E. C. P. Taylor, Southampton 559122 Ext. 2401, The University, Highfield, Southampton SO9 5NH, to whom applications (6 copies) should be sent by 22nd May, 1984. Please quote reference 1700/R. (4496)

College of St. Mark & St. John

Lectureships in Primary Education (Professorial Studies)
LII/SL £7,215-£11,568/£10,683-£13,443
(Subject to review 1 April)

Applications are invited from qualified teachers with significant experience of work in primary schools for three posts related to the initial and in-service teacher training courses of the college. One of the posts will be a permanent appointment, two posts will be for 2 or 3 years and could involve a negotiated secondment.

Applicants must be currently involved in teaching in primary schools and/or in the training of primary teachers, and should be able to demonstrate recent and successful involvement in curriculum initiative in primary education. Evidence of successful service study will be an advantage, as will the ability to make a major contribution to one or more of the following areas of professional study within the college –

Reading and Language Development
Multi-Cultural Studies/Community Education
Social Studies including Religious Education
Arts and Crafts
Children with Special Needs

Curriculum Vitae and letter of application including the name and address of two referees should be sent to arrive by 21 May to the Principal (E), College of St Mark and St John, Derriford Road, Plymouth PL6 8BH. Tel: 0752 777188. (4436)

CREATIVE WORK WITH YOUNG PEOPLE

The principles of progressive youth work and progressive education in action in the inner city. A project with a 16 year track record – which many young people treat as their second home – is looking for a member of staff to work full-time with young people.

The work is both sophisticated and down to earth.

The programme as a whole emphasises creative activities for all ages. The programme with young people covers everything from five year olds to the young unemployed who use the centre from morning to midnight. There is ample space – a wealth of equipment – and a generous activities budget.

Inquiries welcomed from experienced resilient youth leaders and teachers, preferably in their late 20s or early 30s. Annual fee negotiable (though successful applicants will not be overpaid:)

Further details from Blackie, Great Georges Community Cultural project, Great George Street, Liverpool 1.

YOUTH AND COMMUNITY SERVICE
continued

BIRMINGHAM
YOUTH WORKER to join multi-ethnic community work team in inner city. First hand knowledge of Pakistani or Bangladeshi community essential. For EXPERIENCED WORKER. Salary INCS. SAE for details: Language Project, 46 Newton Road, Aston, Birmingham 6. (19555) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COMMUNITY TUTOR (YOUTH)
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester LE8 2DS
Applications are invited for the above post for this Community College. The post carries special responsibility for the youth programme in the College. There is a purpose built community/youth wing.
Salary: Burnham F.E. Lecturer I.
Enquiries to Mr. G.S. Norris, Principal (Tel: Leicester 881611) to whom applications should be sent (on forms) giving the names of two referees. Closing date two weeks from the appearance of this advertisement. (19151) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COMMUNITY TUTOR (YOUTH)
THOMAS ESTLEY COMMUNITY COLLEGE
Station Road, Broughton Astly, Leicester LE9 6FT
Applications are invited from professionally qualified and experienced people for the above post at this thriving Community College.
The Community Tutor will be required to carry special responsibility for the youth programme both in the College and its rural catchment area. Work with the 16 - 19 year olds is seen as an important aspect of this post.
Salary: Burnham F.E. Lecturer I.
Apply immediately by letter (no forms) with full curriculum vitae and the names and addresses of two referees to the Principal at the above address (e.a.e. for details). Closing date two weeks from the appearance of this advertisement. (19150) 440000

LIVERPOOL
LIVERPOOL AND WARRINGTON
Tutor on V.T.S. scheme to teach Communication, Social and Environmental Studies. LRD and monitor trained in pinceneile. Immediately to: Sandy Gourley Training & Services, 6 Paso Moss Parade, Huyton, Liverpool. (19571) 440000

NORTHAMPTONSHIRE
COUNTY COUNCIL
COMMUNITY YOUTH SERVICE
YOUTH WORKER/ ORGANISER
Due to a successful staff development project, a vacancy has occured in the Northern Area Community Youth Team for a Youth Worker/Organiser.
The successful candidate must be qualified and experienced.
JNC RANGE 4. Points 2/6.
The successful candidate will join a team of four people based in the William Knibb Centre, Kettering, who are responsible for the development of Community Youth Work within the area.
The post is permanent and commences 1st September 1984.
For informal discussion and further information please telephone: Mr. D. Nicholson, Tel: Northampton 34852, Ext. 5410 or Mr. S.V. Tidy, Tel: Kettering 3332SS, Ext. 31.
Application forms available from: Community Youth Service, Education Department, Northamptonshire County Council, Northampton House, Northampton NN1 2BX.
Closing date: 25th May 1984. (19171) 440000

WEST SUSSEX
SOUTHLANDS SEA SCHOOL
RYDON SCHOOL
Thakeham, Storrington
Age range 7 to 13, Roll 427
Required September or as soon as possible COMMUNITY TUTOR (Burnham Teachers Scale 3), whose holiday entitlement would be determined by JNC Conditions of Service. Responsibility for some teaching, youth work, adult education and developing links with the community.
Application forms and further details from Headmaster to the school (e.a.e.p.). (18521) 440000

WEST SUSSEX
SOUTHERN AREA YOUTH AND COMMUNITY SERVICES
Qualified Youth Worker required for the Rose Wilmot Centre, Worthing - Salary INC 3 (£4,703 - 5,481) currently £5,176 - 5,483 and reviewed regularly.
Application forms and job particulars from Area Education Officer, 15 Mill Road, Worthing, on receipt of s.a.e.
To discuss Tel: Bob Ralls (0903) 208550, Ext. 2134. Closing date 14 days from advertisement. (19577) 440000

Overseas Appointments

BARBADOS
CODRINGTON HIGH SCHOOL FOR GIRLS
St. John, Barbados
Tel: Barbados 424 1326
A Government Approved Girls' Boarding School
Applicants, who must be Anglican, are invited to apply for the post of Resident Headmistress, commencing September 1984.
Experience of administration in a boarding school is desirable.
Applications, with Curriculum Vitae and the names of two referees, should be sent, before May 30th, to the Chairman of the Committee of Management. (02314) 460000

CYPRUS
TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate, and good employment conditions.
For details of how to contact employers and cost, please send one pound.
Epic, P O Box 3711, Nicosia, Cyprus. (04787) 460000

FINLAND
One or two year TEFL teaching contracts are available at our language school in Helsinki. Candidates should have a TEFL qualification and one or two years teaching experience. Interviews will be held in London in early June, and the successful candidates will commence work 1st September.
If interested send CURRICULUM VITAE and photograph to Inlingua School of Languages, Kalevankatu 10, SF00100 Helsinki, Finland by 25 May. (19113) 460000

FINLAND
Wanted a young experienced TEACHER to teach English to Finnish children in the Kindergarten from the end of August 1984 to May 1985. Accomodation provided.
Further details from Mrs. Ajr Mitchell, The English Kindergarten of Kuopio Rantavitta 19, 70420 Kuopio Finland. (01411) 460000

FRANCE
SCHOOL OF ENGLISH FOR ADULTS
(Nancy, France
(Native speaker EFL teachers required for October 1984. Minimal qualifications - a degree in languages, preferably French. TEFL diploma and/or experience teaching adults full time abroad.
Salary 5,900 Frs/Month.
Apply directly with C.V. photo and references to Mme Mikkelsen 25, rue Lyautey, 54000 Nancy, France. Tel: 83.04.84.11. (18098) 460000

FRANKFURT
THE FRANKFURT INTERNATIONAL SCHOOL
Frankfurt, Federal Republic of Germany
Applicants are invited for the following positions:
1. English-as-a-second language teacher, Junior and Primary.
2. English-as-a-second-language teacher, Secondary level.
3. Teacher of Physics and General Science to International Baccalaureate, higher level.
4. Teacher of Chemistry and General Science to International Baccalaureate, higher level.
The Frankfurt International School is a kindergarten-grade 13 school (ages 4 - 18) of 1050 students of 44 different nationalities, serving the international community of Frankfurt/Main. The curriculum blends American and British influences.
Initial contracts will be for 2 years with possibility of prolongation. Additional information will be forwarded to shortlisted applicants.
Applications should write including telephone code and number, to the Headmaster, The Frankfurt International School, 6 An Der Waldlust, D-6242 Oberursel, Federal Republic of Germany. (19573) 460000

GREECE
Female E.F.L. teacher required, one year renewable contract. Excellent school. Free board and lodging. Start August.
Enclose C.V. two testimonials, photo & telephone number for full English Photo to: Miss Dressel, 84170 460000

Education
Youth Service
Youth Worker
Leighton Buzzard Youth Centre
Applications are invited from suitably qualified applicants for this post in purpose built premises. The post carries responsibility for the Youth Centre and for involving the local community in the work of the Youth Centre.
Salary: JNC Range 3 points 1-5 £7485-£8415 p.a.
The Authority provides comprehensive induction, appropriate in-service training and continuous support to staff. Assistance may be given towards removal expenses, legal and estate agents fees, and lodging allowances in approved cases.
Application forms and full details may be obtained from the Chief Education Officer, County Hall, Bedford. Telephone enquiries to Mrs E. Goodwin, Bedford 63222 Ext 359.
Closing date 25 May 1984.
The Council is an Equal Opportunity Employer. (4622)
Bedfordshire
COUNTY COUNCIL

METROPOLITAN BOROUGH OF
Rochdale
EDUCATION DEPARTMENT
TEMPORARY YOUTH AND COMMUNITY WORKER
Sparrow Hill School Annexe
JNC Range 3 (Points 1-5) £7,485-£8,415 plus £345 extra qualification allowance (Pay Award pending)
Applications are invited for the above temporary post to cover whilst the permanent postholder takes maternity leave from mid-June 1984 for approximately 9 months.
Applicants should preferably have had at least 2 years' experience in Youth and Community Work.
Duties involve liaison with the school's staff and pupils' parents in a predominantly Asian community; providing support for and development of youth and community groups (ie mothers and toddlers, Asian ladies group, language classes). There is also a summer playscheme in operation run by volunteers.
Special attention is given to the needs of the young unemployed.
Application forms available (Quote G849) from the Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel 47474 Ext 662) to be received not later than 25 May 1984.

Ministry of Education and Health

BRUNEI DARUSSALAM
The Department of Education require

Senior Technical Instructors
to teach the following disciplines at the Jalan Muara Technical College.

MARINE ENGINEERING (Engineer Officer Training)
We intend to inaugurate training in Marine Engineering and the Instructors will be required to develop and run Engineer Officer courses involving both shore-based education and sea going training.
Qualifications and experience: Certificate of competency as a First Class Engineer (Steam and Motor) and Marine Engineering teaching experience.

LAND SURVEYING
Principal duties include teaching trainees taking Land Surveying Technicians Course and supervision of trainees on fieldwork.
Qualifications and experience: ARICS or equivalent. Must have experience in Cadastral Surveying, Computing and Drafting techniques and teaching these subjects in a technical school.

MECHANICAL ENGINEERING
Principal duties include teaching trainees taking TEC Plant Maintenance and C&G Fitting and Machining courses and the supervision of trainees on industrial attachment.
Qualifications and experience: Degree, HND or HNC in Mechanical Engineering, or equivalent, and a minimum of 5 years' teaching or industrial experience mainly in heavy engineering. A teaching qualification is desirable.

ELECTRICAL ENGINEERING
Principal duties include teaching trainees for C&G Electrical courses at both craft and technician level, assisting in the development and running of short courses for basic training and specialised short courses in substation and plant maintenance, transmission systems, protective devices etc., and supervision of trainees on industrial training.
Qualifications and experience: Degree, HND or HNC in Electrical Engineering or equivalent and a minimum of 5 years' teaching or industrial experience, mainly in electricity generation and heavy electrical plant. A teaching qualification is desirable.

RADIO, TELEVISION and ELECTRONICS
Principal duties involve the instruction of trainees taking C&G Television Mechanics course, assisting in the development and instruction of advanced courses (Colour TV, video and cassette recorder) and supervision of trainees on industrial training.
Qualifications and experience: Degree, HND or HNC in Electronic Engineering or equivalent majoring in colour TV and/or video cassette recorder and a minimum of 5 years' teaching or industrial experience. A teaching qualification is desirable.

FURNITURE MAKING
Principal duties include teaching trainees taking C&G in Furniture making, to assist in the development of courses and supervision of trainees in industrial training.
Qualifications and experience: FTC in Furniture Making or Carpentry and Joinery or equivalent and a minimum of 5 years' teaching or industrial experience in the design and manufacture of modern upholstered settee and chair frames, including padding and covering. Teaching qualification desirable.

VEHICLE BODY REPAIR
Principal duties include teaching trainees taking C&G in Vehicle Body Repair, to assist in the development of courses and supervision of trainees on industrial training.
Qualifications and experience: FTC in Vehicle Body Technology or Welding or equivalent, minimum of 5 years' teaching or industrial experience. Teaching qualification desirable.

COMPUTER STUDIES
To organise and teach the following courses. RSA Computer Operator Certificate; C&G 746 basic certificate in Computer Programming, C&G 747 Computer Programming and Information Processing, TEC programmes in Computer and C&G 748 Data Processing for Computer users.
Qualifications and experience: Degree or Higher Diploma in Computer Science or equivalent and a minimum of 5 years' teaching or industrial experience in computers.

TELCOMMUNICATIONS
Principal duties include teaching trainees taking C&G Communication Technicians' Course 270/1. Teaching telecommunication and computer principals up to T5 and to assist in the development of a computer course.
Qualifications and experience: Degree or Higher Diploma in Electronics or Communication Engineering or equivalent and a minimum of 5 years' teaching or industrial experience. Teaching experience desirable.

Salary (all posts)
On an incremental scale up to £12,926 pa tax free. The start point will depend on qualifications and experience.
Notes Salary is based on an exchange rate of £1 = $3.045 Brunei Dollars as at April 1984.

Benefits:
Annual tax free bonus equivalent to one month's salary, 25% tax free gratuity, generous subsidised housing, free economy class passages, children's education allowances and holiday visit passages, general paid leave, interest free car loan and free medical attention.

Age: 25-50 years.
Terms of appointment: Initially a 3 year contract and renewable subject to mutual agreement.
For application form, please telephone or contact:
The Brunei High Commission, Recruitment Unit, Brunei House, 49 Cromwell Road, London SW7 2ED.
Tel: 01-581 0521, ext 34
Closing day for application: 15th May 1984.

OVERSEAS APPOINTMENTS
continued

ITALY
THE BRITISH SCHOOL OF MONZA
Italy
Requires E.F.L. teacher commencing late September 1984. Good degree plus R.S.A. Dip. Grade 3 or equivalent minimum requirements.
Period by application form only (enclose self addressed envelope) to: Mrs. Taylor, School of Studies, British School of Monza, Via Vittorio Emanuele, 23, 20052 Monza, Italy. Tel: 039-364958/364546). (00960) 460000

PAKISTAN
Science and Geography graduates teaching needed for a Christian-based girls' boarding school in the Pakistani Himalayas.
Details from: Personnel Dept., ISPU, 15 Tufton Street, London SW1P 3QG. (03397) 460000

KENYA
PEMBROKE HOUSE SCHOOL
Required for September 1984 at leading Prep School in Kenya. General Science Teacher, preferably with experience of computers.
Applications with C.V. and recent photograph should be addressed (and sent by airmail) to the Headmaster, Pembroke House, P.O Box 31, Gigiri, Kenya. (02463) 460000

SPAIN
English Teachers (T.E.F.L.) required for Oct. 1984 in provincial capital of southern Spain. Two posts. Degree essential. Basic German ability required for one post. Send Curriculum Vitae and photo to Anglia Centre Box 5081, Toledo. Considered applicants will be contacted by post by 15th June for interview in U.K. (01483) 460000

NORWAY
CHEMISTRY/PHYSICS TEACHER FOR AMERICAN SCHOOL IN NORWAY
A qualified American teacher of Chemistry and Physics is needed for August 1984. Minimum of 3 years of teaching experience required; 5 years preferred. American citizenship is normally required. Salary negotiable. Fringe benefits are excellent.
For full information please contact: Milton Sviland, Director, School, Stavanger, American Consulate, Tel: 04-51 71 33, Telex: 33040 amcon n, or Mrs. Hammond, 4 Parkway Court, Hampstead Road, Ruislip, Middlesex. Tel: 08956 32877. Closing Date: 15th May. (19085) 460000

PORTUGAL
ALGARVE INTERNATIONAL SCHOOL
Portugal
A Vacancy has arisen for September 1984 for a Teacher of Chemistry and Biology to 'O' level and General Science to lower forms.
Applications for January 1985 will also be considered.
Please send C.V. with telephone number as soon as possible to: Mrs. L. Hammond, 4 Parkway Court, Hampstead Road, Ruislip, Middlesex. Tel: 08956 32877. Closing Date: 15th May. (19085) 460000

TURKEY
Teachers with TEFL are required for DILKO Language School, FREE to work in some of our special education programmes beginning mid July. The successful candidates will have a B.A. degree, RSA/CE and 2 - 3 years EFL teaching experience in a overseas environment. Formal education in remediation is essential.
We offer one year (renewable) single status contracts with a competitive salary and generous package. Qualified applicants should forward their full C.V. quoting ref.: 01/07 to: Guidance Projects, 105 Oxford Road, Reading, Berks. RG1 7UD. (19130) 460000

TANZANIA
LIBRARIAN for International School. Monbi. Required September 1984. Qualified and able to organise school library as student learning resource. Junior and Senior schools. Experience as school librarian desirable. 2 year contract.
For details send C.V. and photo to: CHRISTIANS Aid, 35 Sidney Square, Tufton Street, London SW1P 3QQ. (19367) 460000

SPAIN
Required experienced qualified ELT teachers for Spain: Madrid, Zaragoza and Valladolid. 1984-85.
Write to: The English Centre, Velazquez 18, Madrid 1, Spain. (03488) 460000

ZAMBIA
THE INTERNATIONAL SCHOOL OF LUSAKA
Zambia
Seeks qualified teachers in the following subjects for September 1984. Mathematics, English, History, Chemistry, French, Biology, Maths. A level or I.B experience preferred but not mandatory primary all levels. Teaching couple/single preference.
Send letter of application (CV) and names of two referees to: The Personnel Department, International School of Lusaka, Box 30181, Lusaka, Zambia. (00599) 460000

TURKEY
ESL INSTRUCTORS, SAUDI ARABIA. £18,000 tax free. We require highly qualified and experienced ESL Instructors to work in some of our special education programmes beginning mid July. The successful candidates will have a B. Degree, RSA/CE and 2 - 3 years ESL teaching experience in a overseas environment. Formal education in remediation is essential.
We offer one year (renewable) single status contracts with a competitive salary and generous package. Qualified applicants should forward their full C.V. quoting ref.: 01/07 to: Guidance Projects, 105 Oxford Road, Reading, Berks. RG1 7UD. (19130) 460000

NEWINGTON COLLEGE
SYDNEY – AUSTRALIA
(One of Australia's leading Independent Schools)
Requires a teacher of Religious Studies from the beginning of 1985 (an earlier or later date may be negotiated). The ability to teach a second subject and to help with coaching of games is essential.
Newington is a large Boy's School conducted by the Uniting Church of Australia, but admitting students of all denominations. Its Headmaster will be in London during late May and June to conduct interviews.
Applications with full details should be addressed to:
Mr A. J. Rae
Middleton Court
13–15 Sloane Gardens
London SW1W 8EB
(4482)

Campion School
Athens
Established 1970
The Campion Group of schools comprises four separate co-educational International schools in different parts of Athens with a total enrolment of 960 pupils between the ages of 3 and 16. There are over 100 academic staff, the majority trained in the United Kingdom. The school is in membership of G.B.A. and the Headmaster is an overseas member of H.M.C. Applications are invited for the following post for September 1984:
GRADUATE ECOMOMICS TEACHER
Based on the Senior School (11–18) with responsibility for A-level teaching. The teacher would also be asked to teach some Mathematics and/or Geography. Enthusiasm for out-of-school activities is important. This post would be on a renewable three-year contract. Graduate with two or three years experience in the U.K. is preferred. Applications together with the names, addresses and telephone numbers of two referees should be sent to The Headmaster, A.F. Eggleston, O.B.E., M.A. (Oxon), P.O. Box 65009, 154 10 Psychico, Greece (Telephone 010301-8135471) by express mail or be telephoning on Saturday, 5th May to Norwich (0603) 616026. (4406)

TEFL COUPLE
SAUDI ARABIA
Our client, a major US corporation, provides a range of support services to Government Establishments in Jeddah. These include English language instruction at Staff Dependents' Schools – offered through a number of teaching couples. A further married couple is now required – starting early August 1984.
As well as school experience and formal qualifications in TEFL, our client will be looking for a couple who are adaptable, energetic and able to make a positive contribution outside their specific teaching duties. The 1-year renewable contract offers free accommodation and food, one month's annual leave, and a combined salary in excess of £30,000.
Please telephone for further information or write with career details to: Chemsult Limited, 23 Pembridge Square, London W2 4DR. Tel: 01-243 0504.
CHEMSULT

THE BRITISH COUNCIL

Posts Overseas

Egypt
8 Teachers of English as a Foreign Language
The British Council Teaching Centre, Cairo
Duties: To teach EFL (24 hours per week) to beginner, intermediate and advanced level candidates and to special groups. To participate in teacher-training and course development activity. There may be opportunity for well-qualified candidates to accede to positions of responsibility in these areas (particularly in the second year of appointment) for which additional increments is earned.
Qualifications: Candidates, male or female, should be single and in the age range 24-36. Married couples are acceptable if both teaching and are appointed. They should hold a degree, preferably in English or Modern Languages and have the RSA FE Diploma or PGCE or Diploma TEFL. A minimum of 2 years' previous experience, preferably overseas, is also required.
Salary: Within the range £E 8,736-£E 11,232 p.a. of which £2,400-£3,840 is paid in sterling (£E 1.25 = £1). Salaries are tax free, point of entry on the scale dependent on qualifications and experience.
Benefits: Housing allowance; air fares on appointment and termination; mid-tour leave to UK; excess baggage allowance; medical scheme membership; 44 days paid leave per annum plus public holidays.
Contract: Two year contract with the British Council renewable by mutual consent starting 11 September 1984.
Interviews: 20, 21, 22 June in London (closing date for application 1 June).
Reference: 84 D 60-67T.

Thailand
Teacher of English as a Foreign Language
British Council Centre, Bangkok
Duties: To teach EFL to adults at all levels from beginners to FCE. Some administration related to the courses and assistance with registration will be required.
Qualifications: Single candidates preferred under 35 years, with RSA Dip TEFL or PGCE TEFL plus two or three years' relevant experience.
Salary: Between Baht 18,402 and Baht 23,487 per month according to qualifications and experience. (Rate of exchange Baht 32.68 = £1).
Benefits: Fares to post and return; housing allowance Baht 6,000 pa; 36 working days leave; baggage allowance £300; contribution to medical insurance.
Contract: One year, renewable, contract starting 21 July 1984.
Reference: 84 D 69T.

Turkey
2 Teachers of English
Beyoglu Anadolu Lisesi, Istanbul
An English-medium secondary school for 300 Turkish girls aged 11-18 years.
Qualifications: Degree in English, Teachers' Certificate and minimum 2 years' teaching experience.
Salary: 170,000 TL per month (460 TL/£1) plus sterling subsidy approx. £200 per month.
Benefits: Fares.
Contract: One year, renewable, commencing September 1984.
Reference: 84 B 61-62T.

Turkey
6 Teachers of English, Turco-British Association, Istanbul
Duties: To teach English Language to Turkish students at beginner level; some materials production for courses required.
Qualifications: Degree in English, RSA TEFL. Single candidates, preferably recent graduates, ages 22-35 preferred.
Salary: 3,680,000 TL per annum (460 TL/£1).
Benefits: Fares; baggage; rent allowance.
Contract: 2 years contract, renewable, commencing September 1984, guaranteed by the British Council.
Salary: Local salary in range 11,000-29,000 NYD per month plus Sterling subsidy of £2,792 pa. (183 NYD/£1).
Benefits: Airfares; baggage allowance; and superannuation contribution.
Contract: One year renewable local contract commencing October 1984, guaranteed by the British Council.
Reference: 84 B 64-66T.

Turkey
Deputy Director of Studies, Turco-British Association, Istanbul
Duties: New post to assist Director of Studies with the organisation and management of the Centre's English teaching services, including teacher training.
Qualifications: Degree, PGCE TEFL or RSA TEFL, minimum 5 years' relevant teaching experience, with some administrative experience. Candidates aged 30-45 preferred.
Salary 5,000,000 TL per annum (460 TL/£1).
Benefits: Fares; baggage; rent allowance.
Contract: 2 year contract, renewable, commencing mid August 1984, guaranteed by the British Council.
Reference: 84 B 74T.

Venezuela
Lecturer/Supervisor
The British Council, Maracaibo
Duties: Responsibility, under the Director, for the organisation of the ELT programme at all levels and for special company groups; timetabling; materials development; testing and examinations; assistance with marketing and general running of the teaching institute; up to 10 hours per week classroom teaching.
Qualifications: Degree, RSA Dip.TEFL/PGCE TEFL; MA Applied Linguistics highly desirable; 5 years' TEFL experience, some outside Europe; RSA teacher-training experience highly desirable; Spanish an advantage.
Salary: sterling and Bolivar equivalent, in the following ranges: Sterling £4,676-£8,848; Bolivares 30,200-46,200 (Exchange rate highly variable).
Benefits: Setting-in allowance (£600); airfares; baggage allowance (£250); medical cover, annual passage-paid home leave.
Contract: A two year contract with the British Council in London, renewable by mutual consent, starting 1 August.
Reference: 84 D 70T.

Yugoslavia
5 Lectors in English
Post 1: University of Belgrade (84B84T)
Post 2: University of Pristina (84B85T)
Post 3: University of Ljubljana (84B66T)
Post 4: University of Skopje (84B67T)
Post 5: University of Maribor (84B68T)
Duties: To teach English Language at intermediate and Advanced levels to predominantly female undergraduates. Post 5 is at the University of Maribor School of Economics and Commerce. Duties include teaching ESP.
Qualifications: British degree, RSA Diploma or PGCE TEFL plus minimum of two years' TEFL experience. Background in Business Studies or Economics highly desirable for Post 5. Single candidates preferred.
Salary: Local salary in range 11,000-29,000 NYD per month plus Sterling subsidy of £2,792 pa. (183 NYD/£1).
Benefits: Airfares; baggage allowance; and superannuation contribution.
Contract: One year renewable local contract commencing October 1984, guaranteed by the British Council.
Reference: 84 B 64-66T.

Key English Language Teaching Scheme
The KELT Scheme is part of Britain's Aid programme to developing countries.

Sudan
Head, English Language Unit
Khartoum Polytechnic
Duties: To be responsible for: liaising with five constituent colleges and the senior management of the Polytechnic; timetabling, staffing, book ordering, preparation of syllabuses, preparation and supervision of examinations, preparation of the annual budget and liaising with North East Wales Institute of Higher Education over English syllabuses and printing of materials; overall course development within the Unit, including supervision of the materials writing of KELT and VSO colleagues, revision of existing materials for 1st year engineers and 2nd year agricultural students and writing new materials for 3rd year B.Tech. students; staff development of the 7 members of staff; extra-curricular activities such as the English Club, the Unit's magazine and the Simplified Reader Library Scheme; lecturing for not more than 8 hours a week.
Qualifications: Candidates must have a degree or equivalent, a teaching qualification including TEFL or educational qualifications plus post-graduate qualifications in TEFL or Applied Linguistics, at least 4 years' experience of materials writing and ESP overseas, ideally at tertiary level and experience of team management. Some knowledge of Arabic would be useful. All candidates must be UK citizens, preferably aged 35-55, with a British educational background.
Salary: £12,048-£16,724 per annum.
Overseas allowances: Nil to £4,788 depending on salary level and marital status.
Benefits: Salary free of UK income tax; variable overseas allowances; free family passages, children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11½ of salary in lieu.
Contract: will be for 2 years initially with the British Council.
Closing date for Applications: 30 May 1984 for appointment in July 1984 or as soon as possible thereafter.
Reference: 84 K 16T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT. (4482)

JEDDAH

Teaching Couple

Combined salary £24,800–£32,300 pa tax free

Exceptional family benefits package

Saudi Arabian Airlines, the twelfth largest member of I.A.T.A. operates a network of routes extending from New York in the West to Seoul in the East. At our base in Jeddah we operate a school, now in its 32nd year, for over 1800 children of our expatriate employees.

The Parents Co-operative School which operates primarily to an American curriculum now seeks to recruit a British teaching couple to staff classes for British children aged 11 to 14.

One member of the couple should teach Maths and Science, the other English and History/Geography. Both should have a degree and post graduate Certificate in Education.

We offer a highly attractive benefits package which includes:

- Free fully furnished villa or apartment in an attractive residential area. All utilities provided free.
- Superb recreation facilities with swimming pools, tennis courts and sports club.
- Subsidised education for your own children up to the age of 14.
- Free flights for you and your family to the UK.
- Worldwide concessionary tickets on most other major airlines.
- Performance related merit bonus and contract completion bonus.

These positions are open to a married couple both under 55 on a two year renewable contract basis. The salary quoted above shows the starting range according to qualifications and experience and is paid locally in Saudi Riyals (currently SR 5.0 = £1) with no local income tax.

Please write with full career details to the Personnel Manager, Saudi Arabian Airlines, 508 Chiswick High Road, London W4 5RG.

saudia SAUDI ARABIAN AIRLINES

GERMANY

INTERNATIONAL SCHOOL Hamburg

Requires for late August 1984 teachers of:

HISTORY, experienced teaching I.B., 'O' Level, grades 7 to 12.

MATHEMATICS, experienced grades 7 to 12, to I.B., A.P. or 'A' level: computer experience required.

ENGLISH grades 6 to 12. I.B., at all levels, preferably E.S.L. training and experience.

GERMAN/FRENCH, experienced part-time, from beginners to I.B. German Language A (native speaker) and B. post is maternity leave replacement September to December 1984 possible extension to June 1985.

I.B. Theory of Knowledge experience an asset for first 3 posts.

Applications to Dieter Rachmany, International School Hamburg, Langenbrook 30, 2000 Hahurg 55, by Germany, by May 31, 1984. (01760) 460000

JORDAN

REQUIRED FROM SEPTEMBER 1984: TEACH ENGLISH IN JORDAN

School: THE AHLIYYEH SCHOOL

Principal: Mrs. Zins Rodendo Sharaiha

The Ahliyyeh School is the oldest Independent School in Amman, originally a Church Missionary Society School now administered by the Arab Evangelical Church. It is mixed at the Kindergarten level, but at senior level teaches girls only, with a total population of 1,400 students.

Two teachers of English are required.

1. To be responsible for the teaching of English Language and English Literature to London University G.C.E. 'O' Level.

2. To help with the teaching of English in the Junior sections.

This School has high academic standards - English Language is taught from the first grade with at least six hours a week of English throughout the school.

Accommodation can be provided for single female teachers, but applications from men will be considered.

For further details and forms of application please contact: The Ahliyyeh School, c/o 44 Cromwell Road, Hove, Sussex BN3 3ER. (0273) 460000

OVERSEAS APPOINTMENTS continued

INDIA

MUSSOORIE INTERNATIONAL SCHOOL India

New residential school for foreign pupils situated in Mussoorie, a hill station resort at foot of Himalayas in particularly peaceful and romantic area of outstanding natural beauty. Designed by internationally-renowned team of architects, will open in Feb. 1985 on landscaped site of 27 acres with first-rate accommodation facilities, heated indoor pool, etc. Initial staff required: Experienced PRINCIPAL (1); ADMINISTRATOR (1); TEACHERS (Primary & Secondary); NURSE (1); MATRONS (2); RECEPTIONIST (1); SECRETARIES (2); HOSTEL SUPERINTENDENT (1). 3-year contract offered with 3 months annual paid holiday (Dec.-Feb.), free accommodation & board (including evening meal). Expatriate terms of service. Applicants must have relevant qualifications and at least 5 years professional experience in their field - ideal situation for married couples.

Applications invited from interested and dedicated men & women of 30 - 55 years, who should include recent photograph (also of partner if married) and 2 copies of curriculum vitae.

Apply to: Mussoorie International School, 45 Roundhill Close, Syston, Leicester LE7 8FP. (1991) 460000

Education
General Inspector

Post 16 and Further Education
Soulbury HT Group 9 £15,027–£16,281 pa

A well qualified and experienced man or woman is required for this exciting and challenging post. Nottinghamshire is expanding its support for curriculum and professional development activity in post 16 education and this inspectorate is committed to furthering this work. Candidates are sought who can contribute to this comprehensive programme and therefore be able to demonstrate a broad range of skills and understanding in particular the concerns of the new client groups including those with special educational needs.
Re-location expenses where appropriate.
Application forms and further details are available from: The Director of Education at County Hall, (see please). Closing date 18 May. Please quote ref: A12/145.
An Equal Opportunity Employer. (4568)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

Education Department

COUNTY HUMANITIES ADVISER

Soulbury HT Group 8: £13,953–£16,189 per annum

Applications are invited from suitably qualified candidates for the above appointment which will be vacant from the beginning of the Autumn Term 1984, based at County Hall, Ipswich.

In addition to wide specialist subject responsibilities, the successful candidate will also work in the Area team as pastoral adviser to a number of primary and secondary school. Applicants should preferably therefore have a broad experience of and interest in the full range of school curriculum activities, and a good degree in one of the main disciplines.

Application forms and further details (s.a.e. please) may be obtained from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.

Closing date: 25th May, 1984. (4564)

Suffolk County Council

Administration Local Education Authority

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE
STANLEY ROYD HOSPITAL
EDUCATION OFFICER
SPECIAL PSYCHIATRIC UNIT
LECTURER II - £7,215 - £7,866 (under review)
Required as soon as possible to develop and co-ordinate a full educational programme of people in a secure psychiatric unit within Stanley Royd Hospital. This is a very demanding position and applicants will need to demonstrate evidence of their own skills, organisational talents and general caring attitude to students undergoing psychiatric treatment.
On receipt of s.a.e. application forms and a job description may be obtained from Chief Education Office, 8 Bond Street, Wakefield. Closing date 23.4.84. (19883) 4800000

Cheshire

Education Department

CHIEF ADVISER

Salary Soulbury Headteacher Group 12-13
(£18,495–£20,700) pending pay award

The authority wishes to appoint a person of outstanding experience and ability to the post of Chief Adviser. The successful applicant will have had experience in school and/or college senior management posts and LEA advisory work.

The position offers opportunities for:

1. Professional leadership and management of a well established advisory staff.
2. The continuing development of the county's curriculum policies.
3. The formulation of in-service policies including the design of appropriate programmes.
4. Participation in the senior management of a large and varied LEA.

Fuller details and application form obtainable from:
The Director of Education (Ref: 20/PJ)
County Hall, Chester

Closing date: 4th June, 1984. (4618)

County TVEI Co-ordinator
(HEAD TEACHER GROUP 8)

Applications are invited for the post of County Co-ordinator for the Northamptonshire Technical and Vocational Education Initiative tenable from 1st September 1984 for 4 years in the first instance.

The Manpower Services Commission have agreed to include the Northamptonshire proposal in the second group of projects which are to admit students from 1st September 1984. The project consists of two consortia, one in Northampton and one in Wellingborough, each of three schools and a college of further education with three associate schools.

Application forms, to be returned by 22nd May 1984, and further particulars can be obtained from the TVEI Project Office, Cliftonville Middle School, Cliftonville Road, Northampton NN1 5BW. Tel: 28853.

Northamptonshire Education

ADMIN L.E.A. continued

ASHFORD

LOOKING FOR A CAREER IN RECREATION?

CONSIDER YOURSELF A GOOD SPORTSMAN?

LEAVING COLLEGE WITH A GOOD ACADEMIC DEGREE/DIPLOMA?

HOLD SOME NATIONAL GOVERNING BODY COACHING AWARDS?

IF SO, THEN YOU COULD BE JUST THE PERSON WE NEED TO FILL THE POST OF:-

RECREATION ASSISTANT at the STOUR CENTRE Ashford, Kent

On Salary Scale 3, £5,640 to £6,135 p.a.

We are a large multi-functional Recreation complex providing for the Recreation needs of the community. We need an energetic, enthusiastic young person to assist in the Organisation, Promotion and Development of the Recreation Service.

The post carries Management status and the successful candidate will be expected, after training, to act as Duty Manager when necessary and accept full responsibility for the Centre.

This is an ideal first job for anyone wishing to begin a career in Recreation.

Excellent conditions of service include in appropriate cases:-

100% removal expenses, Settling In allowance of up to £200. Assistance with professional fees in connection with sale/purchase or housing of up to £1,000 or two thirds, whichever is the lesser. Temporary Council housing would be considered.

Closing Date: 5th June 1984.

Application form and job description available from Personnel Department, Civic Centre, Tannery Lane, Ashford, Kent. Tel: Ashford (0233) 37311, Ext. 407. (19468) 4800000

TAMESIDE METROPOLITAN BOROUGH

SOCIALISM AT WORK

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT (SCHOOLS)

POS £10,761 - £11,703 p.a.

A graduate with experience either the teaching of children with special educational needs or in education service administration is required for the above post. The post-holder will assist the Education Officer (Primary/Special), in particular with the operation of the Education Act 1981.

Application forms and further details from Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DP. To be returned by 25th May 1984.

TAMESIDE - AN EQUAL OPPORTUNITIES EMPLOYER. (02461) 480000

Administration General

SURREY

Croydon Solicitors seek temporary Secretary for summer holiday period. Write Hartwig, 4 Dingwall Road, Croydon.. (19528) 500000

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT

District Careers Officer

(3 Posts)
Grade SO2 (£9945-£10,539 p.a.)

Following improvements to the management structure, applications are invited for three posts of District Careers Officer to be based at new careers centres in the Greater Hull area of Brandsholme, Hessle and in the City centre, to manage a designated District Careers Centre, co-ordinating and supervising the activities of a group of careers officers and appropriate support staff in the provision of a vocational guidance and employment service. The successful applicants will be expected to make a significant contribution to the work of the Careers Service in the Greater Hull area, and to the development of Post-Compulsory Education in Humberside. Applicants should be well qualified with sound experience in the Careers Service, preferably also holding the Diploma in Careers Guidance.

Recruitment Incentive Scheme for approved applicants.

Application forms and further details from the Director of Education, Staffing Section, County Hall, Beverley, North Humberside, HU17 9BA.

Closing date 21st May 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose application have the written support of their D.R.O. will be guaranteed an interview. (4483)

Assistant Education Officer
(Further Education)

Applications are invited from graduates, with successful teaching and administrative experience, for the post of Assistant Education Officer (Further Education) which is based at County Offices, Matlock.

The majority of the work of the Assistant Education Officer will be connected with the Youth Training Scheme but the post holder will be expected to undertake duties throughout the Further Education Division, including TVEI, and may be asked to undertake other duties from time to time at the discretion of the Director of Education.

Salary is in accordance with the Principal Officers' Scale 2(G), (points 32-36), £12,408-£13,725. The post carries a casual car user allowance and there is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances.

Further details and forms of application may be obtained from the Director of Education, County Offices, Matlock, Dé4 3AG (telephone Matlock 0629-3411, extension 6428). Application forms should be submitted by 31 May 1984.

The Derbyshire County Council is an equal opportunity employer.

DERBYSHIRE County Council

SENIOR CAREERS OFFICER

£8,781–£9,339

Bexley is an authority committed to its Careers Service which has developed strong links with employers in the area. With an expanding local industry and a new shopping development it provides an exciting opportunity for Careers staff.

Based in our centralised offices at Bexleyheath you will be leading a team of professional and support staff, undertaking a case load of work with academically able pupils and students. You will also have responsibility for the information services we provide to both the public and schools.

If you are professionally qualified and have sound experience in the Careers Service telephone now for an application form on 01-303 7777, ext 542/643, or contact the Educational Services Secretary, Directorate of Education, Town Hall, Crayford, Kent DA1 4EN. Closing date: 29th May, 1984

(4558)

Bexley London Borough

Hampshire Education Committee
CAREERS SERVICE

DISTRICT CAREERS ADVISER
SO1 £9,060–£9,660

Applications are invited from qualified suitably experienced Careers Advisers for the above post in Winchester. The person appointed will manage a multi-disciplinary team of Careers Advisers and support staff and oversee and monitor at district level all vocational guidance activities in schools and sixth form colleges and all work relating to the Youth Training Scheme, the young unemployed and employers. Other duties will include assisting Divisional Management with the recruitment, training and counselling of staff within the district and developing employment education liaison.

For further details and application form please write to:

Careers Service HQ
Education Department
The Castle
Winchester SO23 8UG
or Tel: Winchester 54411 Ext. 370

quoting reference 6838. Returnable by 30th May.

This is a readvertisement. Previous applicants need not reapply. (4469)

KIRKLEES Metropolitan Council

DIRECTORATE OF EDUCATIONAL SERVICES

DIRECTOR OF EDUCATIONAL SERVICES

£22,788 – £24,756 per annum

Applications are invited for the post of Director of Educational Services which will become vacant on 1 August 1984 following the appointment of the present Director as County Education Officer with North Yorkshire County Council.

Kirklees is the seventh largest metropolitan district in the country with a population approaching 400,000. Its educational provision includes a Polytechnic, two large Colleges of Further Education and almost 250 schools.

As well as monitoring and controlling the Education Service, the Director will be expected to make a major contribution to the corporate policy making and management of the authority.

Candidates for this demanding position should be graduates with good teaching experience and a record of success in education administration at a very senior level.

The post is based in Huddersfield.

Full details and application form are available from the Chief Manpower Officer, Kirklees Metropolitan Council, Kirklees House, Market Street, Huddersfield HD1 2TG, tel. (0484) 22133 ext. 492.

Closing date for applications: Friday 1st June 1984.

The Council operates a Trade Union Membership Agreement. An Equal Opportunity Employer.

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE

ADVISER FOR THE HUMANITIES

SOULBURY H.T. GROUP 9 REQUIRED FOR SEPTEMBER 1984

Applications are invited for the above post. Applicants should have extensive teaching experience at a senior level and suitable specialist qualification in an appropriate area of the humanities. The successful applicant will be expected, besides having specialist responsibilities, to carry out general advisory duties in relation to a small number of schools.

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Director of Education, Station House, London Road, Morden, Surrey, SM4 5DR.

CLOSING DATE: As soon as possible.

(4285)

Royal County of BERKSHIRE

Divisional Career Officer
Salary Scale: £10,824-£11,334 p.a.

Applicants should be experienced and qualified Careers Officers for this senior post within the Berkshire Careers Service based at Slough.

The person appointed will be a member of the Careers Service Management Team with specific responsibility for a multi-disciplinary group of Careers Officers.

Specialist Careers Officer
(Further Education)
Salary Scale: £7483-£9894 p.a.

An experienced and qualified Careers Officer is required for this Slough based post to undertake work in Further and Higher Education institutions.

This is a re-advertisement and previous applicants will continue to be considered for this appointment.

Car allowance and assistance towards removal expenses are available in approved cases.

Application forms and further details for the above posts (enclosing S.A.E.) from the Director of Education (C) Shire Hall, Shinfield Park, Reading RG2 9XE.

Closing date is 29th May, 1984.

AN EQUAL OPPORTUNITY EMPLOYER (4431)

Somerset County Council

EDUCATION AND CULTURAL SERVICES COMMITTEE

EDUCATION OFFICER
(Special Education and Special Projects)

£18,306–£14,379 (PO. 6)

Applications are invited from candidates with teaching and administrative experience for this senior post with this authority, which will have responsibilities for the provision, maintenance and improvement of the Education Service in the field of Special Education, in special schools/units and in ordinary schools and colleges and for supporting staff and special projects.

Application forms and further details available from:
The Chief Education Officer
Staffing NT Section
County Hall, Taunton TA1 4DY
Large stamped addressed envelope please.

Closing date: 18 May 1984. (4431)

Lancashire County Council

An Equal Opportunities employer.

Applications are invited for the following two advisory posts:

COUNTY ADVISOR FOR PRIMARY EDUCATION
(Ref: CO/179/1/PJ)

The successful candidate for this post will share responsibility for advising on all aspects of primary education throughout the County.

COUNTY ADVISOR FOR ENGLISH
(Ref: CO/181/1/PJ)

The successful candidate for this post will have specialist responsibility for advising on the teaching of English throughout the County.

Salary Scale for both posts:
Soulbury Scale based upon Burnham Head Teacher Group 10 - £18,009-£17,262 p.a.

Candidates for both the above posts should be well qualified and have successful relevant teaching experience.

The appointments will involve a general pastoral responsibility for a number of schools in an area of the Authority.

Essential car user allowances are payable.

Application forms and further details for both posts are available from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston. Telephone: Preston 25246 or Preston 263677.

Closing date for both posts: 31st May, 1984. Please quote reference number on application form. Applications will be acknowledged within 21 days of the closing date. (4431)

SOCIALISM AT WORK

Tameside Metropolitan Borough

Education Department

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

As part of a major initiative in science and technology education in Tameside, applications are invited from creative and innovative teachers/lecturers for appointment to the following permanent posts with effect from 1st September 1984.

CENTRAL TEAM

1. T.V.E.I. PROJECT CO-ORDINATOR
SALARY SCALE: HEADTEACHER GROUP 8
To be responsible for the overall direction of the project within seven schools and colleges.

2. T.V.E.I. PROJECT OFFICER
SALARY SCALE: SENIOR TEACHER
To promote curriculum and staff development. Expertise in science/technology or craft design technology would be an advantage.

3. HEAD OF SCIENCE (SCALE 4) – TWO TREES HIGH SCHOOL (GROUP 11)
Two Trees Lane, Denton, Manchester, M34 1GL Tel: 061-336 2719
Headteacher: Mr. A. Houghton, B.A.
To replace the existing postholder who will be leading the T.V.E.I. projects within the School. Candidates should be graduate teachers of the physical sciences with an interest in technology.

Detailed information on Posts 1 and 2 is available from the Director of Education, Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL. Tel: 061-330 6356 Ext. 3230; and on Post 3 from the Headteacher of the school.

Completed forms of application should be returned to the Director of Education, Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester, OL6 6DL by Friday 18th May 1984. (4534)

Education Adviser
Primary (Nursery and Infant) Education

Grade: Soulbury Scale Headteacher Group 10 Salary: £16,995 to £18,249 per annum inclusive of £987 London Weighting Allowance

As Adviser for Primary Education you will have particular responsibility for Nursery and Infant Schools. You must have a commitment to, and an enthusiasm for, the ideas implicit in Early Childhood Development and will be expected to make a major contribution to the work of the Authority in the areas of curriculum development and in-service training. Extensive experience appropriate to the age range is essential.

Application forms and further details are available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY. Tel: 01-881 3000 ext. 3131, quoting reference number: EP.16380. Applications returnable by 25th May 1984.

(4530)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability that may affect your performance.

ADMINISTRATION
continued

OXFORDSHIRE
COUNTY COUNCIL

CENTRE FOR COMMUNICATION AIDS IN EDUCATION
ORMEROD SCHOOL
Oxford

The Microelectronics Education Programme (M.E.P.) is establishing this national centre in co-operation with Oxfordshire County Council.

This Centre will gather and disseminate information about aids and will aim to provide a database accessible to those working in the field. It will provide facilities for those who wish to see and try aids and will liaise closely with other centres.

A Technician/Programmer is required as soon as possible to provide technical support for this Centre. Applicants should combine engineering expertise with a flair for assessing ability. Preferably they will have had experience of applying these skills to meeting the needs of handicapped children. Salary around £10,000 depending upon experience. The post is temporary until March 31st, 1986.

Secondments can be arranged.

Further information from, and applications in writing with full curriculum vitae and references to the Headteacher, Ormerod School, Wavell Drive, Rosehill, Headington, Oxford OX3 8DP (Tel: Oxford 61501) SAE please. (19534)
500000

Child Care

STAFFORDSHIRE
EDUCATION COMMITTEE
CICELY HAUGHTON
RESIDENTIAL SCHOOL
Westwood Manor, Wesley Rise, Stoke on Trent ST3 6BS.

Resident Senior Houseparent (R.C.C.O. Grade 3) required as soon as possible to run a residential schools for boys aged 11-16 years with special education needs. Experience essential.

Salary: £6,364 to £7,005 per annum (less accommodation charge £23 per week for furnished flat or bedsit available).

All applicants are advised to note that it is the County Council's view that it is unreasonable for their employees to be members of an unrecognised trades union.

For further particulars apply in writing to The Headteacher (enclose sae for reply). (0174)
540000

EXECUTIVE PRINCIPAL
PITMAN BRANCH COLLEGES

EXECUTIVE PRINCIPAL
PITMAN BRANCH COLLEGES

Pitman require an Executive Principal for their Branch Colleges, to take overall responsibility for some 10 Colleges in the UK and overseas. The successful candidate will be expected to spend 6-8 weeks per year visiting Colleges overseas.

Qualifications required include a sound knowledge of shorthand, typewriting, secretarial duties, and of administration. Overseas experience will be an advantage, but not essential; self-reliance and initiative will be important.

Good salary: company car; company pension scheme.

Although the Company Head Office is in Central London, it may well prove practical to do the job from some other location.

Please apply, enclosing your curriculum vitae, to:
Managing Director,
Sir Isaac Pitman Limited,
6 Southampton Place, London WC1A 2DQ.

(Pitman)

Finance and Buildings Officer

£9,060–£9,660

Applications are invited for this post, carrying responsibility for accounts, estimates, buildings, furniture and equipment. Applicants should have administrative experience and familiarity with accounts work.

Fuller details and application form (to be returned by 25th May) available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. (4573)

Educational Psychologists

CROYDON
LONDON BOROUGH OF CROYDON

SCHOOL PSYCHOLOGICAL SERVICE

Teacher-in-charge (Scale 4) for the Borough's full-time EDUCATIONAL CENTRE FOR ADOLESCENTS
33 Cuthbert Rd, Croydon CR0 5RB

WANTED

A teacher with strong experience of mainstream secondary schooling to lead and organise an educational team of four.

The ideal candidate will be particularly interested in working with children who have failed within the comprehensive system.

Children placed in this mixed unit include school phobics, truants, pupils with emotional needs as well as slow learners.

Salary Scale 4 plus London Allowance £643.

Tenable : 1st September 1984.

ADDITIONAL INFORMATION and APPLICATION FORMS can be obtained from Pam Miller (Senior Educational Psychologist), Fairchildes House, Bridge Close, Croydon CR0 1RU. Tel: 01-686 0388. (02327)
560000

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts:

CHIEF EXAMINER
Biology

ADDITIONAL EXAMINER
Catering Subjects

ASSISTANT EXAMINERS
Physics

Application Forms and further details may be obtained on request from: The Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed applications should be returned NO LATER THAN FRIDAY 25 MAY 1984. (0784)
500000

Miscellaneous

HAMPSHIRE
Qualified Residential Assistant Houseparent required for Rotherly Boarding House. 42 hours weekly. 38 weeks per year. Salary £4,365.

Applications to the Headteacher, The Westgate School, Cheriton Road, Winchester with details of two referees and s.a.e. (19853)
560000

SOMERSET
EDUCATIONAL REPRESENTATIVES
Part-time agents wanted in South-West England to promote educational books and equipment. Mobility and telephone essential. Former teachers especially suitable. Write Network Educational, 3 Place Avenue, Burnham-on-Sea, Somerset. (19558)
560000

ROYAL NATIONAL COLLEGE FOR THE BLIND (FURTHER EDUCATION FOR THE BLIND AND PARTIALLY SIGHTED)
PROGRAMMER
(Salary at an appropriate point on P.E. Registrar's Scale: 7,503 - £9,717).
For further details see entry under Colleges of Further Education. (19574)
560000

EDUCATIONAL PSYCHOLOGIST

Salary: £13,188–£14,253 (subject to review)
(Soulbury Scale HT – 6.3–7.4)

Required for 1st September 1984.

The successful applicant will be based at the School Psychological Service Office, Cwmbran and will work in central Gwent.

Applicants should have an Honours Degree in Psychology and a Postgraduate Professional Qualification. Experience with a Local Authority School Psychological Service is desirable.

EDUCATION SOCIAL WORKERS

(Two Posts)

Applications are invited from qualified Social Workers for the following posts of Social Workers in the School Psychological Service:

POST 'A' PART-TIME SOCIAL WORKER
Scale 2 £3,595–£4,215 (Half-time)

The successful applicant will be required to work in the Abertillery and Tredegar areas and will be based at the School Psychological Service Office, Tredegar. Times of duty are yet to be arranged.

POST 'B' FULL-TIME SOCIAL WORKER
Scale 2 £7,191–£8,430

The successful applicant will be required to work in Newport East and Caerleon, Llanmartin and Caldicot. He/she will be based at the School Psychological Office, Newport.

There will be an opportunity to take part in varied and challenging work with children, young people, families, schools and units. Possession of a current driving licence and vehicle is necessary, appropriate mileage allowances are payable for authorised journeys. Applicants should indicate the post(s) for which they are applying.

Further details and application forms are available from the Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent NP44 2XH.
Closing date: 24th May, 1984.
(4457)

Gwent
County Council

Education
School Psychological Service

Senior Educational Psychologist

Soulbury H.T. Group 9

£15,027-£16,281 p.a.

We required a fully qualified and experienced Educational Psychologist for this Nottingham District School Psychological Service to be based at Melrose House. This is a new post established to share the management responsibilities for a large team of Psychologists, Remedial Teachers, Social Workers and Teacher Parent Counsellors. This post will provide an opportunity for the District service to review its procedures and systems to ensure effective ways of working. Some time should be available for fieldwork as well as for the taking on of special projects at the request of the Principal Educational Psychologist. Prospective applicants (male or female) should preferably have some experience at senior level, although other relevant experience will be given careful consideration.

Relocation expenses where appropriate.

Informal enquiries can be made to the Principal Educational Psychologist, Mr. J. J. Grover, at County Hall, tel: Nottingham (0602) 823823 ext. 3535. Further details and application forms may be obtained from the Director of Education at County Hall. Closing date 25 May. Please quote ref: A12/148.
(4507)

Nottinghamshire
County Council
County Hall, West Bridgford, Nottingham NG2 7QP

JOINT MATRICULATION BOARD
(Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham)

ADMINISTRATIVE ASSISTANT

(Salary Scale £6,310–£9,875 per annum)

or

ASSISTANT SECRETARY
Grade I

(Salary Scale £6,310–£11,615 per annum)

The Board invites applications for an appointment to its staff in Manchester at one of the above grades. Appointment will be made at the grade and salary appropriate to the qualifications and experience of the person concerned and will carry full USS benefits. Applicants must be university graduates or hold an equivalent qualification.

Further details together with an application form may be obtained from the Secretary, Joint Matriculation Board, Manchester M15 6EU. Envelopes should be marked "Administrative Staff (T)". Completed application forms must be returned by 25th May 1984.
(4428)

Education
Educational Psychologists (Two Posts)

To work in South Bedfordshire and be based in Luton.

Candidates should have an Honours Degree in Psychology (or equivalent), at least two years' teaching experience, and have completed appropriate postgraduate training.

Salary £8,454 – £14,253 (Soulbury 6–22)

Essential User Car Allowance, Car Loan Scheme, Approved Removal Expenses Paid.

Applications forms and further details from D. P. J. Browning M.A., Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 Ext. 348.
Closing date Monday, 21st May 1984.
The Council is an equal opportunity employer.
(4560)

Bedfordshire
COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGIST
YORK

Salary £8,454–£14,253

Applicants should be qualified Educational Psychologists with an Honours Degree in Psychology, postgraduate training in educational psychology and appropriate teaching experience for this post in the Schools Psychological and Child Guidance Service, to be based in York.

The duties will include work in schools and Child Guidance Clinics, working with established teams. The appointment carries a wide range of responsibility for all aspects of educational psychology, with opportunity for specialism, in a well co-ordinated service well placed to respond to the Education Act 1981. The post will enable the successful candidate to develop professional skills and responsibilities in an attractive, varied County.

Application forms (to be returned by 28 May 1984) and further particulars from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. (Stamped addressed envelope please).
(4562)

UNIVERSITY OF LONDON
University Entrance and School Examinations Council
General Certificate Of Education Examination

The council invites applications for the following appointment:

Chief Examiner For June 1985

Advanced Level
–Geography (16–19 Schools Council).

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Duties include setting question papers, advising on the award of grades and the supervision of a team of examiners.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, Stewart House, Room 215, 32 Russell Square, London, WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed applications should be returned not later than 25th May 1984.

LONDON BOROUGH OF CROYDON

Technical and Vocational Education Initiative

Applications are invited for the following permanent appointments to commence on 1st September 1984. Salary Scale 4 (plus London Allowance).

(TVEI 1) **ELECTRONICS** – Technology teacher able to teach Electronics to 'O' level and 'A' level. Practical knowledge of Microelectronics and central application essential.

(TEVI 2) **BUSINES STUDIES** – ability to teach 'British Industrial Society' course to 'O' level essential.

(TVEI 3) **BUSINESS STUDIES** – ability to teach office and clerical skills essential.

(TVEI 4) **SCHOOLS/INDUSTRY LIAISON** – ability to offer one of the following subject areas essential: Careers, Information Technology, Business Studies or Technology.

Following the acceptance by the Manpower Services Commission of its submission for the TVEI, Croydon is seeking to make four more Scale 4 appointments. Detailed job specifications and further particulars of the TVEI scheme are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 2674, to whom application forms must be returned by 21st May 1984.
(4560)

COVENTRY CITY COUNCIL

COVENTRY CENTRE FOR THE PERFORMING ARTS
LEASOWES AVENUE, COVENTRY CV3 6BH
TEL: 0203 416868

Director of Centre: Peter Isherwood, MA

Two appointments are to be made for September 1984 in order to support and develop the work of this new centre:

1. SENIOR TEACHER OF DANCE

2. SENIOR TEACHERS OF DRAMA AND THEATRE STUDIES

These appointments will carry a Senior Teacher salary Burnham Scale.

Lively, energetic teachers with appropriate qualifications, training, experience and proven ability are required to work within a team under the leadership of the Director of the Centre to plan and develop a wide ranging programme for all ages within an exciting initiative.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present Head Teacher, to the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Closing date 18th May 1984. Enclose sae for acknowledgement required. Canvassing disqualifies.
(4512)

an equal opportunity employer

LECTURER
Technical Training

The Acorn Computer Technical Training Department provides one of the most comprehensive product training programmes for dealers, distributors and major customers of our market leading product range.

Based in an attractive, rural riverside location in Maidenhead, the Department is now looking to expand its team of training professionals with the appointment of an enthusiastic and experienced lecturer to be responsible for running existing courses and the development of new ones – including Hardware Servicing and Repair and Detailed Operating Systems.

A thorough knowledge and understanding of the BBC microcomputer hardware and operating system is essential, as is a highly professional approach towards training. Our ideal applicant will have a degree in Electrical/Electronic Engineering and will now be teaching Computer Studies to adults or teenagers, or be employed as a Technical Trainer.

In addition to an excellent salary and benefits package, Acorn offers a very attractive work environment and outstanding career development opportunities for people with flair, drive and ambition.

If you are interested in this challenging and demanding role, please send your c.v. to: Peter Charlton, Personnel Officer, Acorn Computers Limited, Fulbourn Road, Cherry Hinton, Cambridge CB1 4JN.

ACORN COMPUTER

MISCELLANEOUS
continued

CALDERDALE
EDUCATION AUTHORITY
INDUSTRIAL LANGUAGE TRAINING
Applications are invited for a LECTURER GRADE II/I
at the Calderdale ILT Unit. The Unit works through employers and trade unions on training designed to improve the quality of communication and relationships in the workplace between supervisors and operatives and in service to the community.
Applicants should have a sensitivity to how communication works – particularly across cultures – and its link to the issues of equal opportunity practice.
She/he will be required to set up, plan, and run a variety of training courses and work as a supportive member of a small professional team.
All applicants who feel they can fulfil the requirements of the post, regardless of qualifications, should apply.
Salary scale (F2) Lecturer Grade II/I.
Details and application form from the Unit Director, ILT Calderdale, Bermerside Mill, Skircoat Green, Halifax HX3 0RG by Saturday 26th May 1984.
All applicants will be considered on merit regardless of race, sex or creed. (19497)
560000

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
An Equal Opportunity Employer

REQUIRED AS SOON AS POSSIBLE MANAGER OF OPEN TECH UNIT in newly opened Training and Education Centre for YTS and Adult Training Strategy

Salary Scale £13,473 – £14,610 plus Burnham PR (Head of Department 3).

Application forms and further details available on receipt of foolscap stamped addressed envelope from the Chief Education Officer, (Attention Section), Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom applications should be returned by 22nd May 1984. (19557)
560000

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for the post of INFORMATION AND PUBLICITY OFFICER.

The new post will include responsibility for the preparation of publicity and promotional material for the maintenance of good relationships with the media, and for the organisation of conference duties with relevant particularly to the educational and examinations activities of the RSA.

Salary: in range £8,000 to £9,875.

Further details and application forms (returnable by 25 May) from W.P. Gibbs, Secretary to the RSA Examinations Board, 8 John Adam Street, Adelphi, London WC2N 6EZ. Tel: 01-839 8356, please ask for Ext. 275. (19515)
560000

SHEFFIELD
CITY LIBRARIES
ETHNIC MINORITIES
CULTURAL INFORMATION OFFICER
Scale 4: £8,712 – £9,717
Applications are invited from librarians or teachers for the above post. Applicants must be fluent in spoken and written Panjabi and Urdu and should have had previous experience in community relations work. Local knowledge would be an advantage.
Responsibilities include the organisation of cultural activities and events, liaison with ethnic minority groups and the provision of relevant information services.
Further information and application forms from Personnel Office, Surrey Street, Sheffield S1 1XZ. Tel: 0742 734709. Closing date 25th May.
It is the policy of the Sheffield City Council to provide equal employment opportunities and selection will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (01454)
560000

Part-time Resident Deputy Warden for Meadows Lodge Hostel, Rose St, Oakfield Road, Ilkley LS29 8HQ, Tel: Ilkley 602714.
Application form and job description from the Warden (0274 - 24 2109). Closing date 7 May. Interviews 16th May. Appointment from 1st June. Free accommodation. (00874)
560000

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
An Equal Opportunity Employer

REQUIRED AS SOON AS POSSIBLE MANAGER OF OPEN TECH UNIT in newly opened Training and Education Centre for YTS and Adult Training Strategy

Salary Scale £13,473 – £14,610 plus Burnham PR (Head of Department 3).

Application forms and further details available on receipt of foolscap stamped addressed envelope from the Chief Education Officer, (Attention Section), Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom applications should be returned by 22nd May 1984. (19557)
560000

Outdoor Education

BERKSHIRE
HEAD TEACHER GROUP 4
RHOS-Y-GWALLTAU
OUTDOOR EDUCATION CENTRE
Pen-y-Weunydd, North Wales
Applications are invited for the post of Head Teacher of the above centre. Applicants should be qualified teachers with substantial experience and outdoor education capable of contributing to the field studies curriculum and with a keen interest in ecology and conservation.
The qualification in mountaineering, canoeing or sailing would be a distinct advantage.
Responsibilities include the organisation of cultural activities and events, liaison with ethnic minority groups and the provision of relevant information services.
Further information and application forms from Personnel Office, Surrey Street, Sheffield S1 1XZ. Tel: 0742 734709. Closing date 25th May.
It is the policy of the Sheffield City Council to provide equal employment opportunities and selection will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (01454)
560000

GOOD WITH CHILDREN?
AVAILABLE ON SATURDAYS?
POL, Britain's leading children's Adventure Holiday Company needs Couriers to escort children by rail/coach to our Centres. If you are organised, responsible, available on Saturdays during the summer and resident in one of the following cities:- Aberdeen, Cambridge, Edinburgh, Exeter, Glasgow, Leeds, London, Manchester, Newcastle, Plymouth, Southampton then write for further details and application form to Cliff Lewis, Pied Piper Adventure Ltd., 2/3 Station Street, Brighton BN1 4HE. Tel: 0273 687687)
560000

BERKSHIRE
HEADTEACHER GROUP 4
RHOS-Y-GWALLTAU
OUTDOOR EDUCATION CENTRE
Pen-y-Weunydd, North Wales
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560000

CUMBRIA
COUNTY COUNCIL
FULL TIME DEPUTY WARDENS
(2 Posts)

Required for 1 September 1984 - three full-time Deputy Wardens to be based at Cumbria LEA's Residential Centres at Derwentwater, Keswick, Caldbeck and on the edge of Carrock Fell. The Skiddaw and Bothel areas are important centres. Attributes sought include a broad view of residential education. It is hoped that the successful candidates will complement the specialised skills of the Wardens, have experience in the post 16 age group and be committed to the philosophy of outdoor education. The post is for two years only. Salary Burnham Scale 2. Essential User Car Allowance.

Further details and application forms from the Director of Education, Cumbria County Council, Carlisle CA1 1RD to whom completed forms should be returned by 25th May 1984. (19515)
560000

GWYNEDD
Residential centre for field studies and activity courses. Tel: 063-473 580. (01491)
560000

GWYNEDD
SNOWDONIA OUTDOOR PURSUITS CENTRE
Has a vacancy for a suitably qualified person to manage the daily running of the centre.
The Centre caters for Y.H.A. youth groups, Schools etc., for up to 40 students at a time.
Applicants must have worked in residential outdoor pursuits centres and have management experience.
Commencing 1st July or 1st April 1985.
Applicants must be interested in mountaineering, canoeing and sailing.
Apply in writing to: The Secretary, Snowdonia Outdoor Pursuits Centre, Dolgellau, Gwynedd LL40 2YF.

English as a Foreign Language

A WELL ESTABLISHED EFL ORGANIZATION inter-studies short courses which brings young people to England, Scotland and Ireland from Italy requires teachers at centres in Central London, Woodlands, Epsom, Reading, Cirencester, Southampton, Durham and Edinburgh. Courses start July 1st and 8th. Minimum teaching is 25 hours hours daily. No extra duties required. Vacancies in August will be filled by satisfactory teachers from the July courses. Letters of application with C.V. and names of two referees should be sent to the director of studies, Mrs. Anne McCarthy, 35 Beresford Road, Perivale, Middx. UB6 7AD. Overseas applicants please enclose two IRC's. Interviews will be held in London and Edinburgh in June. Training session at a later date. (18311)
700000b

HF RESIDENTIAL CENTRES.
Over 20 throughout the UK from £90.00 per night full board. Five places and previous weekends for Leaders, Students, Juniors. Details: 01-205 1113. HF Holidays, 142 Great Portland St, London NW4 1EG. (19927)
560000

MID-WALES
RHEIDOL STUDY CENTRE
Brand new purpose built residential Centre for 44 persons. Opened October 1983. Superb C.H. accommodation and Field Study and Outdoor Activity programme. Ideal for Geography, Art and Literature Rm. Fully qualified staff.
Details, The Director, Rheidol Study Centre, Penrhyncoch, Aberystwyth SY23 3EL. Tel: 0970 828539.
560000
(02803)

SCOTLAND
OUTWARD BOUND LOCH EIL
Fort William
INSTRUCTOR/TUTORS
To run our modern mountain we are looking to strengthen our instructional team. Positions available now through to September 1985.
We are seeking enthusiastic, intelligent and mature persons. Sensitivity to the interests, development of young people (16-25), a background in mountaineering and considerable personal experience in outdoor skills (Mountaineering/Sailing) is an essential requirement.
Salary £6,000 - £7,000 p.a. Free accommodation. (00874)
560000

SOUTH DEVON
COUNTRYLANDS CENTRE
Countrylands, Devon
School Journeys, Field Study, Outdoor Pursuits - Coastal and Moorland. Comfortable, comprehensive facilities, good food. Licensed bar. From previous weekends. Contact The Course Manager, tel: (0364) 652349.
560000
(33589)

SURREY
SUMMER CAMP DIRECTOR and ASSISTANT DIRECTOR
High quality, co-educational day camp for 4 - 15 year old boys and girls at Camp Farm, Pen Court, Esher, July 16 to August 24. Applicants must be good organisers, highly motivated, creative, able to work under pressure, and have some previous similar experience. It is an exhausting job, but a totally rewarding one, although not lucrative. Available with own C.V. to Daybreak Holidays, Proprietance House, River Street, Windsor SL4 1QY.
560000

WORK IN LEISURE
POL offer opportunities to work with children of differing abilities at short periods as activity (outdoor, sports, creative) instructors, Group Leaders, Heads of Department, Supervisors in residential and non-residential centre in London.
Brochure and application form from Personnel, POL, Young Adventure, 935 Harrow Road, Kenton, Middx. HA3 6BS. (Tel: 01-907 8031)
560000

English as a Foreign Language

A WELL ESTABLISHED EFL ORGANIZATION inter-studies short courses which brings young people to England, Scotland and Ireland from Italy requires teachers at centres in Central London, Woodlands, Epsom, Reading, Cirencester, Southampton, Durham and Edinburgh. Courses start July 1st and 8th. Minimum teaching is 25 hours hours daily. No extra duties required. Vacancies in August will be filled by satisfactory teachers from the July courses. Letters of application with C.V. and names of two referees should be sent to the director of studies, Mrs. Anne McCarthy, 35 Beresford Road, Perivale, Middx. UB6 7AD. Overseas applicants please enclose two IRC's. Interviews will be held in London and Edinburgh in June. Training session at a later date. (18311)
700000b

BERKSHIRE
VACATIONAL STUDIES requires E.F.L. teacher as non-resident peripatetic Director of Studies to supervise and coordinate teaching standards in four schools in Newbury area from 9th July to 17th August. Vacational Studies, Pepys Oak, Tydehams, Newbury, Berkshire RG14 6JT. (01404)
700000

BERKSHIRE
PADWORTH COLLEGE
Requires qualified and experienced E.F.L. teachers wanted from July to September. Possibly longer (i.e. permanently). Apply in writing, giving details of C.V. to Mark Addison, Churchill House School, 42 Spencer Square, Ramsgate, Kent CT11 9LD. (19563)
700000

LONDON
CENTRE FRANCAIS

Applications are invited for the post of French Teacher. Centre Français courses: In Reading: January; July and August 1984.

Applicants should hold TEFL qualifications and have at least 3 years experience of EFL teaching in the UK plus a degree or range at all levels from beginners to advanced.

Please send CV to: Centre Français, 88 The Broadway, London ; 700000
(02345)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
INTERNATIONAL
PRELIMINARY CERTIFICATE IN TEFL
LICENTIATE DIPLOMA IN TESP (LCL)
DIPLOMA IN TESP (Dip. TESP)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to one of the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Ref. TES13, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (00857)
700000

EAST SUSSEX
ST. GILES COLLEGE
Hastbourne

Requires as soon as possible a full-time teacher of E.F.L. Applicants should be graduates with R.S.A. Dip. Cert. and T.E.F.L. experience.

Also vacancies exist for summer course teachers from 2nd July for periods of 3, 6 & 9 weeks.

Please apply with CV to: The Principal, St. Giles College, 13 Silverdale Road, Eastbourne, East Sussex BN20 7AJ. (18428)
700000

KENT
Qualified and experienced E.F.L. teachers wanted from July to September, possibly longer (i.e. permanently). Apply in writing, giving details of C.V. to Mark Addison, Churchill House School, 42 Spencer Square, Ramsgate, Kent CT11 9LD. (19563)
700000

LONDON
CENTRE FRANCAIS

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Applicants should hold TEFL qualifications and have at least 3 years experience of EFL teaching in the UK plus a degree or range at all levels from beginners to advanced.

Please send CV to: Centre Français, 88 The Broadway, London ; 700000
(02345)

BOURNEMOUTH
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The centre runs regular week introductory courses leading to the Royal Society of Arts Preliminary Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 4 Christchurch Road, Bournemouth or Tel: (0202) 556307.
700000
(00162)

EUROCENTRES UK

QUALIFIED AND EXPERIENCED EFL TEACHERS

Required for:

a) DAVIES'S SCHOOL OF ENGLISH, LONDON SW1
from 9th July to 21st September, 1984

b) EUROCENTRE, OXFORD
from 30th July to 24th August, 1984

Please send detailed CV with application and choice of school to:
Davies's School of English
56 Eccleston Square, London SW1V 1PG

If no reply is received within 3 weeks, please assume that your application has been unsuccessful.
(4559)

ENGLISH AS A FOREIGN LANGUAGE
continued

EFL SUMMER COURSE TEACHERS (6 - 12 weeks). Richmond, Windsor, Winchester, Bath, High quality non-residential courses, July/August. Must be graduates and/or qualified teachers with TEFL qualifications and/or experience preferably one year. Write with full CV to Thames Valley Cultural Centres, Providence House, River Street, Windsor. Berks. (01458) 700000

EUROCENTRE at Lee Green S.E. London still has vacancies for 12 weeks from 9th July or 4 weeks from 3rd September. Applicants must be graduates with TEFL qualification and experience. Write for details and application form: Principal, Eurocentre, 21 Magueyworth Road, London SE3 9EU. (18146) 700000

EFL STAFF REQUIRED

OISE a leading organisation, teaching intensive English Courses to european) teenagers requires staff July/August. Graduates or qualified teachers, preferably with EFL or a language skill.

Course Leaders: Bedford, Teignmouth, Leamington Spa, Newborough, Newbury, Newton Abbott, Northampton.

Social Tutors: Bedford, Chippenham, Teignmouth, Marlborough, Swindon, Warwick.

Tutors: Banbury, Bedford, Chippenham, Chichester, Ilkley, Leamington Spa, Newbury, Newton Abbott, Reading, Swindon, Wantage, Worcester, Worthing, Guildford, Ilkley, Tewkesbury, Northampton, Swansea, Taunton, Milton Keynes.

For further details please write to Wesley Joint Recruitment Services, OISE House, Wesley Lane, Oxford or Tel: 0865 750766 (answerfone) (19954) 700000

SUMMER TEACHERS/ DIRECTORS

Graduate teachers and Course Directors (with summer school experience).

Required for our centres throughout the U.K. especially in Scotland, Wales, York, Yorks., N. Wales, Cumbria, Dor., London, Berks., Surrey and Kent. Some residential posts.

Write with full CV to Nord-Anglia, 49 Hay Lane, Maidenhead, Berks. Tel: 06 28564 3675. (64963) 700000

English as a Second Language

OLDHAM
METROPOLITAN BOROUGH

GRANGE SCHOOL
Rochdale Road, Oldham

The following post is available from September 1984 at this 11 - 18 mixed comprehensive of about 1100 pupils.

English Teacher (as a second language) - Scale 1.

Ability to teach History would be an advantage. This post is temporary in the first instance to the 31st December 1984 when the position will be reviewed.

Application forms/further details (to be returned) available from the Head at the school, returnable to him by 23th May 1984. (18271) 710000

Appointments Wanted

FRENCH BACHELOR seeks job as EFL assistant in W. Yorks. Experienced youth worker for teenagers. Start: Aug./Sept. Ring Elaine 0943 75668. (01987) 720000

GERMANY

Piano teacher (B.Mus., B.A.) at Staatliche Hochschule für Musik, Cologne, moving to London, requires part or full-time position. Also experienced as translator, fluent German, Mendelssohn, Schumann, Schillinger. 34, 5000 Cologne, 1, West Germany. (19573) 750000

HEADMASTER with many years experience in highly reputable state and independent schools (boys, girls) would offer his services for a team for one or two parties, illness, foreign visit or sabbatical year. Write Box No. TES 00182, Priory House, St John's Lane, EC1M 4BX. (01990) 730000

Student (Female) seeks job as school helper/assistant in holiday trip/school party Britain/abroad available June - End September. Write Box No. TES 00183, Priory House, St John's Lane, EC1M 4BX. (01990) 730000

Education Courses

GERMANY

GERMAN IN GERMANY
(Cologne or Siegen)

Holiday courses for young people over 14 (Easter, Summer), Intensive crash courses for adults.

For details ring Cologne 234561 or write: europaschule, Gerlachstr. 18a, 5000 Koeln 1, Germany. (04588) 760000

ITALY

CENTRO D'ARTE FERROCCIO
Between Florence and Siena
FINE ART courses plus basic Italian language & culture - autumn & spring terms suitable for gap year students and adults painting & ceramics in summer holidays.
Details from 21 St. James's Gdns., W11 4RA. Tel: 01-603 5298 evenings. (01483) 760000

LINGUARAMA TEFL COURSES

An introductory Course in Teaching English as a Foreign Language (one week).
Linguarama is an international organisation with 9 centres in the United Kingdom and abroad, employing some 500 teachers, most of whom join through our T.E.F.L. Courses.
Centres: London, Birmingham, Manchester and Canterbury (University of Kent).
Dates: April: Half-Term 31 & 28 May: Summer: weekly July to 10 September.
Further information: Please send a S.A.E. marked T.E.F.L. Dept., Linguarama Limited, 24-26 New Oxford Street, 16 Waterloo Street, Birmingham B2 5UG. (67910) 760000

READING

UNIVERSITY OF READING SCHOOL OF EDUCATION
The School of Education at Reading offers the following new course for practising teachers of two years standing or two years experience of a similar kind:-
M.ED. IN ART AND DESIGN EDUCATION
The Course will consist of lectures, seminars and group tutorials and will require three years part-time attendance.
Application Forms can be obtained from the Assistant Registrar and Secretary, The School of Education, University of Reading, London Road, Reading RG1 5AQ. (01046) 760000

LA FRANCE DES ANNEES 80: Summer School and intensive courses for beginners. Paris Polytechnic 5 - 18 July 1984, covering the economy, politics, society and culture - lectures by visiting experts, French, Jeune Bremond, Jean-Pierre Rioux, etc. Prerequisite only rule. All-in charges with residence £132, or lectures and meals pro-rata. Brochure, programme and booking form from 21 Rue Notre Dame des Champs, Secretary, School of Languages and Area Studies, Portsmouth Polytechnic, Wiltshire Building, Hampshire Terrace, Portsmouth PO1 2BU. (19193) 760000

INTERNATIONAL SCHOOLS MANAGEMENT PROGRAMME

22–27 July 1984

Designed for all interested in schools management and especially for heads and teachers working abroad.

MAIN THEMES: MANAGING THE CURRICULUM; MANAGING PASTORAL COUNSELLING; LEADERSHIP AND ORGANISATION MANAGEMENT; MANAGING BASIC SKILLS TEACHING.

Selection, assessment and staff appraisal and interview techniques will be a key theme throughout the course.

MAIN SPEAKERS WILL INCLUDE: DR BERNADETTE WEHRLEY, (Professor of Education, California, USA); DR JIM ELLIS OF WORCESTER; Alun Bye (Northants LEA Remedial Service); DR DAVID LANE (ILEA); RON MITSON (Principal Abraham Moss Centre, Manchester); DR ED MASON (Ohio State Commissioner on Education, USA) and many others.

For book inform etc and full details write to:
Mrs Kay Griffiths, Post-Experience Courses Administrator, Management Centre, Aston University, Gosta Green, Birmingham B4 7DU.
Tel: 021-359 3011 (4574)

UNIVERSITY OF ASTON MANAGEMENT CENTRE
UK's largest management centre

Education

Teachers of E.S.L.
(2 Posts)

Two appropriately experienced and/or qualified teachers of E.S.L. (Scale 1 or 2) are required for September, 1984. The successful candidates will be peripatetic within the area of Rushcliffe and a casual car user allowance will be payable. A knowledge of Urdu and/or Punjabi would be an advantage and the ability to operate at both Primary and Secondary phases would be desirable. The post will be on the County Unattached Staff and be based initially at the Language Centre in Nottingham.

Interviews will be held on 25th May, 1984, and application forms and further details are available (s.a.e.) from the Director of Education, (Ref: S26) at County Hall.

Closing date: 18th May, 1984. (4508)

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Sheffield City Polytechnic

Diploma/MSc Programme in Science Education

A flexible part-time scheme leading to Diplomas in Biology, Chemical, Physics or (combined) Science Education

or

MSc in Science Education

This includes Science subject studies, education management and science curriculum development in addition to topics common to both the MSc and Diplomas.

The scheme allows transfer between the Diplomas and the MSc.
Diploma course starts January 1985
MSc course starts October 1985

Further details are available from Dr. J. W. James (ref 584A) Faculty of Science, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB. Telephone (0742) 20911.

Postgraduate Diploma in Educational Technology

A two year part-time course to help teachers to
★ design, prepare and evaluate learning materials for curriculum development
★ undertake posts of responsibility in the application of learning resources including microcomputers

The course starts in September 1985.

Further details and application forms are available from Dr. S. Trickey (ref 584B), Department of Education Services, Sheffield City Polytechnic, Collegiate Crescent, Sheffield S10 2BP. Telephone (0742) 665274, Extension 5382

Nottinghamshire Education Authority
Vocation Course

Staff Development and Performance Appraisal
24-27 July 1984
Eaton Hall International Conference Centre

This course for professional staff in schools and colleges of further education will focus upon topics of current concern including appraisal methods and techniques, performance and career interviewing skills, counselling skills and development procedures.

Whilst predominantly experientially based the course will deploy a variety of teaching techniques including simulation exercise, role play, lecturettes and group work.

An early application is advised as the nature of the course limits the number of places available. Provisional booking and further details may be obtained from Dr. C. J. Saville, Senior Staff Inspector, Education Department at County Hall. (4509)

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Tuition

EXPERIENCED freelance/ Creative writing tutor gives workshops, studies of teachers. Write Box No. TES 00184, Priory House, St John's Lane, EC1M 4BX. (19485) 770000

HOME TUTORS required urgently in North East London areas, all Subjects/ Maths/ English, Lower Secondary. Good rates. Tel: 889 7903 (24 hours). (67734) 770000

CAMBRIDGESHIRE ROMT TUTORS required. S.a.e. for info. late 1984: Cadier 48/45 New Road Street, Ely, Cambs. (19186) 770000

LONDON HOME-TUTORS required full-time, primary/advanced. Maths, Physics, Chemistry, Biology, Geography, Sociology, etc. 01-789 7893 mornings/evenings. (19195) 770000

Personal Announcements

ALTERNATIVES FOR TEACHERS. full-time/part-time, experience unnecessary. Careers in Writing & Publishing'; 'Careers in Radio & TV'; 'Careers in Music'; £1.75 each; all three £4.25. Depts. 21, Hamilton House, Publishing, Brixworth, Northampton, (67891) 800000

BANK LOANS/MORTAGES £500 - £50,000 for homeowner/teachers. Any purpose. Tax relief on home improvements. For details, Confidential, APS Loans, 188 Park Road, Kennington, Ashford, Kent. (0233) 39 (Evenings 38169). (57204) 800000

GRAPHOLOGY for careers and general character analysis write a letter of at least 250 lines. State age and sex. £15. Cheques to Ken Orrell, 20 Rosemount Road, Ealing, London, Bournemouth. (02042) 800000

HOLIDAYS AND PERSONAL LOANS. from £100 arranged without security or salary. Campbell & Robson Ltd. 107 Cleveland Street, London W1P 5PW. Write, phone or call for brochure, terms. Tel: 01-388 5559 5956. (118196) 800000

IMMEDIATE ADVANCES £100 to £20,000, cash, terms on request. REGENCY CREDIT CORP. LTD. 71 Regent Street, Piccadilly, London W1A 4RP. Phone 01-734 9934. (18197) 800000

IMMEDIATE MORTGAGE up to 3½ x income; loans up to 100%; re-mortgages; homeowners loans (unsecured); devon, Hometown 01-441 8451. (16136) 800000

JOB-HUNTING GUIDANCE Helpful booklet. Covering: cv-writing, application-forms, interviews. Cheque £1.50 to SCRIBES, 359 Old Bedford Road, Luton LU5 5QX. (62878) 800000

LETTERS MANUSCRIPTS. Top Quality Typing by ex-Economical, reliable service. Tel: 051-523 8868 (answer phone) or write: 40 Queens Drive, Liverpool L4 6SH. (01986) 800000

MAXIMUM MORTGAGES 'Top Up's', Mortgages, Secured Loans for teachers. Either phone 01-248 4444 or write: Martin Pearson, 8 Broadway, London NW4 1YS. (56050) 800000

MORTGAGES 100% plus. Purchasing costs to MAX 100%, available to Teachers and Graduates. For free quotation phone 01-248 8481 or 01-202 9958, or write to Anglo Mortgage Consultants, 8 Stanstead Road, Caterham, Surrey CR3 6AY. (64188) 800000

NEED A C.V.? Professionally looking and sensibly priced. Details: ALVISTA (0395) 32744, Exeter EX4 4LA. (01992) 800000

SAME DAY LOANS & POSTALOANS. Unsecured £10-£8,000. FULL MORTGAGE and remortgage facilities. Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 4 Richmond Parade, Richmond, Surrey. Tel: 01-940 9855/948 1189 Extn 1934. (52350) 800000

WARREN RECORDING offer a service for publication pressings for your cases at our London recording. Warren Recording, 38 Bangalo Avenue, London NW4 2LP. Tel: 01-203 0506. (57287) 800000

YOUR PEN CAN PAY FOR YOUR HOLIDAY this year and all the holidays to come. If once you learn to write you can always earn money. The L91 individual teaching by correspondence brings success while you learn. Send for your free 32 page prospectus now to: The Regent School of Journalism, 19 Hertford Street, London W1Y 7DA. Tel: 01-499 8250. (58) 800000

IMMEDIATE ADVANCES £100 to £20,000, cash, terms on request. REGENCY CREDIT CORP. LTD. 71 Regent Street, Piccadilly, London W1A 4RP. Phone 01-734 9934. (18197) 800000

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NATIONAL Youth Dance COMPANY

NEW OPPORTUNITIES FOR YOUTH

Announcement of Preliminary Auditions

Britain's first ever National Youth Dance Company will give its opening performances in Autumn 1985. Preliminary auditions have been arranged for Autumn 1984 and are planned to take place at the following places and dates this year:

Cardiff	8/7 October	Leeds	22/23 October
Bedhampton	10/11 November	Leicester	20/21 October
Glasgow	13/14 October	London	3/4 November

Audition Requirements

Applicants should normally be between 18 and 20 years of age, but flexibility is possible in the case of exceptional talent. Applicants should not have embarked on a full vocational training at the time of applying. The highest standard of commitment and performance will be expected.

Entry Procedure

Please apply for audition details and application forms to the Co-ordinator/Administrator, National Youth Dance Trust, 27 Maidavale Court, Maidavale, London NW11 8PN by Friday 1st June 1984.
All entries must be submitted by Friday, 22nd June.
Successful applicants only will be notified of their auditions by Friday, 6th July.

PERSONAL ANNOUNCEMENTS
continued

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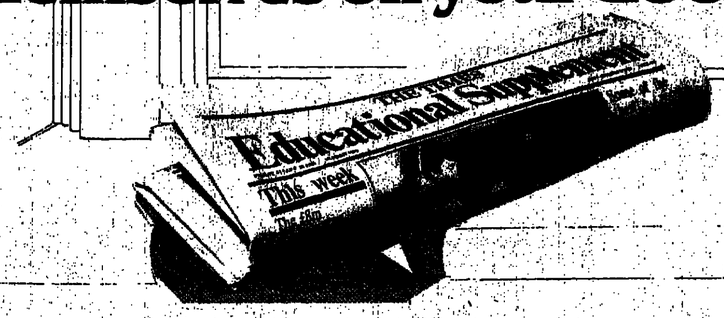

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